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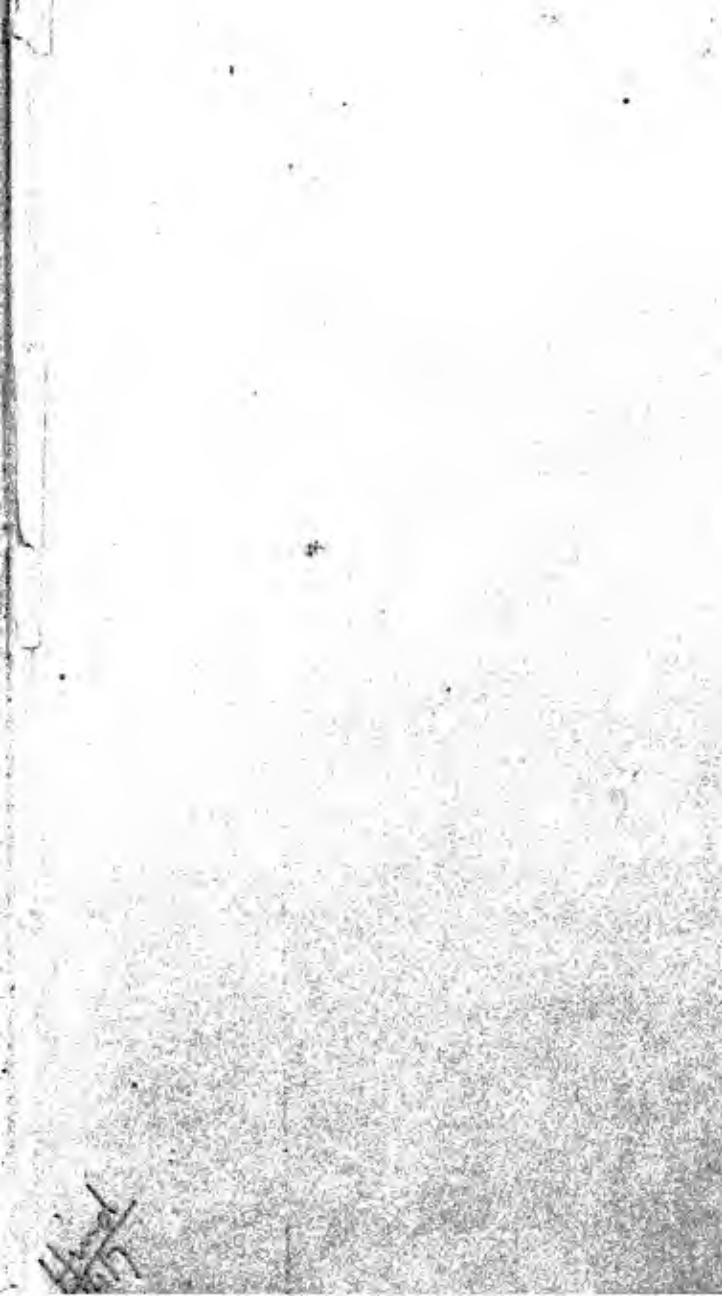
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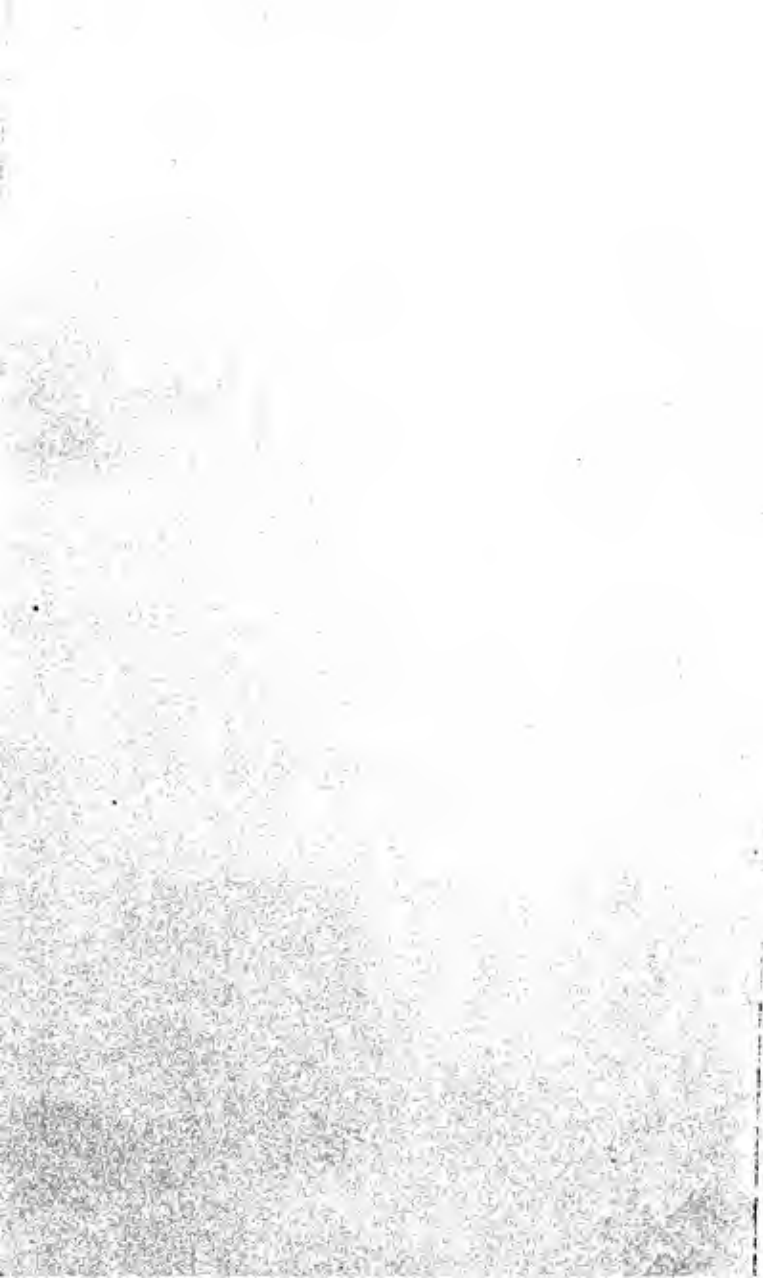
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TEACH YOURSELF LIBRARIANSHIP

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Dedicated to

“The Inveterate Reader
who will read anything
in any position”

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I thank Douglas Foskett for reading the whole manuscript and giving me the benefit of his advice; Gillis Pye for translating my "doodles" into illustrations; Jean LeFevre for research and help with Chapter 7 and the Appendix, and Mrs. Sally Swift for useful criticisms and for typing the whole.

INTRODUCTION

Knowledge of the art of librarianship is not only useful to the professional. Many of us without aiming to be plumbers, chefs or horticulturists enjoy and make use of books which explain how our plumbing works or which increase our skill in the kitchen or in the garden.

Any intelligent household collects books and uses libraries: to get the most out of these two activities is to practise librarianship, and this you can teach yourself to do in the way best suited to your own needs.

Just as a cook with imagination and experience can ring the changes on a limited number of basic recipes, so can the reader make his own variations on the general principles of book organization. It is these general principles that are presented in this book, and they are presented in this series because without libraries teaching yourself would be nearly impossible.

Man, we know, is distinguished from the other animals by a number of characteristics, of which the most essential

are his abilities to use tools, to co-ordinate his experiences and to communicate them to others, to make records, and thus to send his communications across the continents and down the centuries; and his organized systems of education which ensure that the messages are in fact passed on from one generation to another. Animals have the foresight to keep larders, but only man keeps intellectual larders, or libraries.

Libraries preserve knowledge so that none is lost, organize knowledge so that none is wasted and make knowledge available so that no one need be deprived.

Patrick Meredith, in his exciting "Learning, Remembering and Knowing",* likens libraries to unique power-houses whence the power may be used again and again, though the store never diminishes. His chapter on libraries, called "the organization of knowledge", states the case for librarianship more convincingly than I can, because his judgements are those of the user, and are therefore unbiased. I beg you to read it.

Should the reading of it encourage you to take up this profession, you will find in the appendix information about courses of training designed to enable you to qualify.

* In this series.

ONE

THE LIBRARY SYSTEM

"No man is an island, entire of itself."

JOHN DONNE *Devotions*

ONE

THE LIBRARY SYSTEM

If you ask the first hundred people you meet what they think of when you say "library" you will probably get widely differing ideas offered to you. The word covers the British Museum Library, the libraries of the Universities and the great public libraries at one end of the scale; at the other—the village school library, the local stationer's collection of books on loan for a weekly fee and the private libraries still remaining in some of our "stately homes". In between is a vast range of book collections, large and small, popular and learned, public and private. Each man visualizes the library with which he himself is most familiar, and perhaps even today there may be people who have only a hazy picture in their mind's eye conjured up by the word.

I want in this chapter to give brief descriptions of some examples of these libraries and to show how far they are all organized for co-operation into what may be called our national library system.*

* In the list at the end of this chapter are books covering the subject in greater detail.

Collections of books serve three main purposes: to provide for education (the preservation and transmission of knowledge), for information and research (the application and extension of knowledge) and for recreation (the enjoyment of knowledge).

All these purposes are, of course, overlapping and not mutually exclusive: some libraries may serve them all, while others mainly concentrate on one. Let us start with those libraries in which emphasis is laid on the preservation of knowledge and take as our main example the British Museum Library.

As a result of the Copyright Act of 1911 all books published in this country are preserved for posterity. Within one month of publication one copy of every book published must be deposited at the British Museum. In addition, five libraries have the right to receive, *if they ask within one year of publication*, one copy of any book published: these are Bodleian Library, Oxford; Cambridge University Library; Advocates Library, Edinburgh; Library of Trinity College, Dublin; and the National Library of Wales, Aberystwyth.

Because the purpose of such libraries is preservation, books from them are not as a rule available for loan outside the building. Indeed, there is a law that expressly forbids any book from the British Museum Library being taken out of the British Museum buildings for any purpose whatsoever. This has meant that the British Museum must have on the premises its own bindery for the care and rebinding of volumes on its shelves. Furthermore, when the decision was made to start publishing the "British National Bibliography",* with cataloguing entries made from every British work deposited with the British Museum Library, because of the provisions of this law, space for the staff and equipment of the British National Bibliography had to be found on the premises of the British Museum.

Now that it is proposed to administer the new National

* See Chapter Seven.

Library of Science and Invention under the same governing body as that of the British Museum this law is up for reform,* in order that books "belonging to" the British Museum may be housed in the new South Bank building.

Although books in such libraries may not be borrowed, they are available for reference to responsible readers, and for the use of these readers such libraries acquire, in addition to the British publications received on deposit, all books in all languages likely to be required by scholars.

The British Museum Library, by virtue of its acquiring the Royal Library in 1757, which had enjoyed the right to a copy of every book published since 1662, may be said to have profited from copyright since that date. Its tremendous collections of books thus acquired, together with those received as gifts and those purchased, now number some 6 million volumes, if we include the manuscript and other collections of the Library.

To store away such vast quantities of books is in itself a vast undertaking, even if preservation alone were the object. Imagine therefore the organization required to ensure that a specific volume may be found when needed.

Every day upward of five hundred people visit the famous Reading Room. There they are surrounded by 120,000 volumes, 25,000 of which are reference books available for immediate consultation. Excluding their use of these reference works, the readers consult during the year over a million books.

When the British Museum administration takes over the Patent Office Library as the new National Reference Library of Science and Invention it will take over another vast service. The present stock† of the Patent Office Library consists of 400,000 volumes, to which about 9,000 new volumes are added every year. The use made of this collection, comprising nearly 100,000 visits to the Library

* British Museum Bill, October 1962.

† 1962-63.

each year, is now being studied so that knowledge of the habits and needs of readers may contribute to the planning of the new services.

In a few years' time, under one administrative umbrella, we shall see both the classical humanities library with its renowned domed reading room, and also the most up-to-date reference centre for science and technology in a newly planned building on the South Bank.

In this same field of science and technology we have also the most up-to-date lending library on a national scale. In 1962 the National Lending Library for Science and Technology was officially opened after it had already been operating for some time. It is situated at Boston Spa, Yorkshire, and gives a countrywide and prompt loans service to research libraries. Requests coming by Telex and post are dealt with on the day of receipt. Every process normally carried out by a large library has been inspected and evaluated afresh, and unnecessary work has been ruthlessly suppressed. Each article in a periodical, instead of the whole issue, is individually bound, so that no article is kept idle by one reader who does not want it while another clamours for it. The weight of each item is at the same time reduced so that letter post can be used to ensure speedy delivery. By mid-1962 the National Lending Library was receiving 3,000 requests for material each week, and was already able to satisfy 75 per cent of these requests from its own stock, which covers the whole field of science and technology.

From these three great national libraries we turn to the whole network of our public lending libraries

In the 1961 census the total population of the United Kingdom is recorded as just over 52½ million people. Of these about one-quarter* are registered as readers or borrowers from our public libraries. In 1958-59 these readers borrowed on an average twenty-eight books each during

* Of the population over five years of age about 30 per cent are registered as holders of public library tickets.

the year. These loans were made from over 33,000 different service points, of which nearly 1,900 are full-time central or branch libraries, the rest being part-time branches, schools and hospitals; in addition, over 200 mobile libraries serve inaccessible areas.

No matter where you live, however small or great your income, however diverse or out of the common way your interests, somewhere from this network with a stock of 75 million volumes your need for books and information should be satisfied.

These public libraries are organized either by the County Education Authorities or by other local government authorities. In London, for instance, there were in 1962 twenty-eight* Metropolitan Boroughs, each responsible for a central library and a number of branch libraries. In Surrey, for example, there is a County Library centred at Esher with 402† centres or branches and a mobile library visiting the villages. Here, of the population of over 800,000, borrowers number over 250,000, who between them account for over 7½ million loans a year—all this for one county. Over England and Wales as a whole each year nearly 400 million loans of books are made across our public library counters into 14 million pairs of hands.

It matters little at what point you first twitch a thread, the whole network can be made to respond. All these libraries lend to and borrow from each other on behalf of any reader: and not only each other. Co-operation between libraries in this country does not stop with the public libraries, but extends, by virtue of regional and central organization, to college, university and special libraries.

England and Wales is divided for the purpose of this co-operation into ten regions, each with a regional headquarters. Over 600 libraries participate in the scheme

* This will no longer be true if the provisions of the London Government Bill 1962 become law.

† These figures relate to 1960.

officially, and of these about 450 are public libraries and something over 150 are special and university libraries.

These libraries lent to and borrowed from each other during 1960-61 over 250,000 volumes, thus satisfying this number of requests from readers whose own libraries could not, without such help, satisfy them.

This figure falls far short of the total volume of inter-library loans, which cannot be accurately assessed, because many of them are made outside the official machinery by friendly arrangements between librarians.

There is practically no subject—from seaweed to space travel, from bee-keeping to Buddhism, from aluminium to agnosticism—which is not covered somewhere in this country by a special library.

And it is for you, as reader, be you a school-child, a university student, a mechanic, a housewife, an archbishop, a ballet dancer, an inventor, a stamp collector or a tax collector, that all the wealth of knowledge is thus provided.

How much does it all cost and where does the money come from? As far as the public library service is concerned, the second question is easily answered: the money comes from all of the rate-payers. How much is spent may be found from the annual statistics compiled and published by the Library Association. In the year 1960-61, 569 public library authorities between them spent more than £22 million, of which £6½ million was spent on books.

Such totals perhaps mean little to the individual reader, who seldom looks at the system as a whole and who can judge only from local conditions, which vary greatly. You may live in either of two London Boroughs, each with a population in the region of 225,000, one of which issues over 2 million books for an expenditure of about £125,000; the other issues only just over 1½ million books and spends £158,000. You may live in either of two cities with a population of over a million, one of which issues over 6½ million books for an expenditure of just over £350,000;

the other issues nearly 5 million books and spends about £440,000.

University libraries in Great Britain during 1960-61 spent £2,624,625, of which £1,385,461 was on salaries and wages.* To these figures must be added, if a total picture were possible, the expenditure in Colleges of Technology, Training Colleges and Schools.

Again, of the total expenditure on special libraries little is known. In 1960 Aslib (Association of Special Libraries and Information Bureaux) published a "Survey of information/library units in industrial and commercial organizations". Of the 444 such libraries counted a sample of 41 spent between them £187,000 on library salaries and documentary materials. If this was a fair sample, the total spent by all these libraries together was in the range of £2 million. In addition to these industrial libraries there are the libraries of research associations and of learned societies.

It is therefore almost impossible to state the total amount of money spent in this country on library and information services. However, of what is spent not less than 50 per cent, and probably more, is spent on salaries. What, then, of the financial position of those in the profession?

In 1927 the Kenyon Committee set up by the Board of Education to enquire into the adequacy of the library provision of England and Wales recommended that "the trained librarian should be paid not less than the trained teacher and the one profession should not be less attractive than the other".† The Roberts Committee in 1959 reported that public librarians had not yet caught up with teachers in salary. They further stated that "about sixty per cent of all qualified librarians in public libraries are employed on a

* University Grants Committee. Returns from Universities and University Colleges . . . 1960-61. Command Paper 1855 (H.M.S.O., 1962).

† Paragraph 276. Board of Education. "Report on Public Libraries in England and Wales". Command Paper 2868 (H.M.S.O., 1927).

salary scale with a maximum of £725, and that under five per cent have salaries over £1,325 per annum".*

This may not sound very encouraging, and it is true that librarians are not the most affluent members of our society, their rewards often being more intellectual than financial. Nevertheless, there is a more cheerful side to the picture.

First, as the Roberts Committee also reports, government and industry pay more than local government for librarians' services. Secondly, in universities the Chief Librarian's salary is usually equated with the Professor's, and down the scale *pro rata* the Librarian's Deputy and Assistants equate with the Readers and Lecturers.

During December 1962 advertisements appeared for: a deputy librarian at the Patent Office Library, salary £1,454-£2,472, and a senior research assistant in the same library, salary £1,633-£2,012; a librarian-in-charge of the reference library for industry and commerce in Huddersfield Public Library, salary £995-£1,180.

Every week in *The Times Literary Supplement*, *The Times Educational Supplement* and in *The Times* itself and elsewhere such advertisements appear: for instance, in *The Times Literary Supplement* for January 18th, 1963, there were advertisements for vacancies with salaries ranging from £670 to £1,650 per annum, and one in Canada with a salary scale of 4,000 to 4,500 dollars.

The opportunities in the next decade or so will increase with the further development of new colleges and universities and as a result of a larger and more eager reading public here and overseas. Now, perhaps, is the most promising period for newcomers to a profession where security and sufficient reward is combined with exciting scope for inventiveness and fresh thinking.

* Paragraph 96. Minister of Education, "Structure of the Public Library Service in England and Wales". Cmnd 660 (H.M.S.O., September 1959).

BOOK LIST

- G.B. MINISTRY OF EDUCATION. Inter-library co-operation in England and Wales: report of the working party . . . (Ch. E. B. H. Baker) (H.M.S.O., 1962).
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TWO

INSIDE THE LIBRARY

"Knowledge is of two kinds, we know a subject ourselves, or we know where we can find information upon it."

SAMUEL JOHNSON

TWO

INSIDE THE LIBRARY

Before talking about a subject it is best to define the terms which will constantly be used. I hope as far as possible to avoid jargon, and when unusual words or ordinary words used with a particular meaning seem unavoidable I shall try to remember to make them clear as they arise.

At the very outset it is necessary to say something about even such common terms as "library" and "book", for many of them are loosely used to cover quite widely different meanings.

The word "library" will be used to mean any collection of books organized for use. When I want to be more specific I shall use qualifying adjectives: public libraries for state- or rate-supported libraries intended for public use and covering all fields of knowledge; university, college and school libraries for those primarily intended for the student and teaching population; national libraries for centralized reference or lending collections that are state-supported; special libraries for those intended for a limited clientele with a special field of interest; commercial libraries for those

available on subscription; private libraries for those privately owned and not available to others except by direct invitation, and personal libraries for your collection of books and mine if they are organized for use.

Even so, precision is impossible, and certain libraries can be considered under more than one heading. For instance, some college libraries, by the nature of a specialized curriculum, are also special libraries, as are many private libraries. Most national libraries are also public libraries, and the London Library almost defies classification. However, the context should make clear these ambiguities, and I shall describe some examples of the work of each category in greater detail in later chapters.

The contents of libraries are also diverse, and most libraries today contain much more than books. The word "material"* will be used when nothing more specific is meant, and may include not only books but also pamphlets, journals, newspapers, documents, photo-copies, musical scores, and even tapes, records and films.

Even the more specific terms are not precise. Books include paperbacks, but paperbacks may be separately mentioned, pamphlets may be in paper or hard covers, but usually have less than 100 pages. Journals or periodicals both include what are popularly called magazines, but should never be called books; document may mean a government publication, but is also used for a scientific report, or for a part of another publication divorced from its original form, such as an article from a periodical; it may also be used to include photo-copies, which term includes photo-stats, micro-films and micro-cards.

Here again I shall not achieve precision, but shall aim at clarity. If you are interested in specialized terminology and vocabularies you may study the subject further in the glossaries of the subject.

* The word "book", however, or "publication", will be used for the singular in preference to "unit of material".

Some other constantly used terms will be briefly defined here, though more detailed consideration will be given in the appropriate chapters.

Most libraries have one or more catalogues which list their contents. There is nearly always an author catalogue which records every book in the library under the name of its author and arranges these records in alphabetical order of authors' names as in a telephone directory. The physical forms of the catalogue may vary: some are printed, like a book, some are typed or written on sheets and filed in loose-leaf or sheaf binders, some are on cards and filed in drawers.

In addition to author-catalogues there are also subject-catalogues. These again vary both in physical form and in arrangement. The arrangement may be alphabetical, classified or a combination of both. An alphabetical arrangement, to give a brief example of only a few subjects, would list books under the following headings arranged like this:

<i>System 1</i>	Animals	Frying	Pigs
	Apes	Gardening	Pork
	Arum lily	Gorillas	Pruning
	Bulbs	Leopards	Rats
	Cooking	Lilies	Roses
	Digging	Lions	Stews
	Dogs	Mice	Tulips
	Flowers	Pies	Zebras

A classified arrangement* of the same subjects might look like this:

<i>System 2</i>	[Zoology]	I
	Animals	I.1

* Extra terms have been added in square brackets to make the system clearer.

System 2

[Rodents]	1.11
Mice	1.111
Rats	1.112
[Carnivores]	1.12
Leopards	1.121
Lions	1.122
Dogs	1.123
[Hoofed animals (even number of toes)]	1.13
Pigs	1.131
[Hoofed animals (uneven number of toes)]	1.14
Zebras	1.141
[Primates]	1.15
Apes	1.151
Gorillas	1.152
[Botany]	2
Flowers	2.1
Lilies	2.11
Arum lilies	2.111
Bulbs	2.12
Tulips	2.121
Roses	2.13
[Useful arts]	3
Gardening	3.1
Digging	3.11
Pruning	3.12
Cooking	3.2
[Ingredients]	3.21
Pork	3.211
[Dishes]	3.22
Pies	3.221
Stews	3.222
[Methods]	3.23
Frying	3.231
Stewing	3.232

The mixed-method catalogue known as alphabetico-classed might list books under headings arranged like this:

<i>System 3</i>	A		C
		Animals	Cooking
		Apes	Frying
		Dogs	Pies
		Gorillas	Pork
		Leopards	Stews
		Lions	
		Mice	
		Pigs	
		Rats	
		Zebras	
	F		G
		Flowers	Gardening
		Arum lily	Digging
		Bulbs	Pruning
		Lilies	
		Roses	
		Tulips	

More than one of these different arrangements and still further variants of them may be used for different purposes in any one library. For instance, the alphabetical and mixed arrangements are less likely to be used for the arrangement of the actual books on the shelves, the classified arrangement being more usual for this purpose. The shelves will then carry the symbols given in the arrangement—that is books on arum lilies 2.111 will be found on a shelf numbered 2.1 *Flowers*, before the books on bulbs at 2.12. This arrangement itself then needs an alphabetical guide to enable you to find arums in the catalogue.

This brings me to a much over-used word—index. It is most commonly used for the alphabetical index at the end of a book which points out which pages carry the information you are searching for, just as an index finger may point

to your destination like a signpost. But you may often find catalogues called indexes because they list, and guide you through, the contents of a library. So beware of confusion. I shall use index to mean an alphabetical guide to the contents of a book, and in the context of what I am now discussing it is the index to the book which contains your classification system. Remember that this index may equally well be on cards arranged in alphabetical order: the necessary guide to system 2 to enable you to find the shelf number for arum lilies would look like this:

Animals	1.1
Apes	1.151
Arum lilies	2.111
Bulbs	2.12
Cooking	3.2
etc.	

Other terms will be defined as they occur in the text, but you are now already in possession of the basic information which is the raw material of some of the liveliest controversies of the library profession. It may amuse you, if you are not already familiar with the arguments, to work out for yourself the comparative efficiencies of alphabetical and other forms of catalogues in differing circumstances. In Chapter Four I shall deal with these questions in some detail.

Let us now make an imaginary visit to a typical branch of a county public library with the object of acquiring precise satisfaction for certain imagined needs. If we observe all the phenomena we encounter we can in later chapters consider their purposes and implications.

What are our needs? First, we live in the country, everything is covered with snow, low temperatures are forecast, the birds are clamouring for food: on what shall we feed the different species?

Secondly, in yesterday's crossword puzzle the clue was "The Greek steersman supplies today's information science", the answer, we see today, is "Cybernetics". This is not in our dictionary, what does it mean?

Thirdly, what about this book by Meredith which I have begged you to read?

In the particular branch library which I am visualizing you can, if you are not timid, walk straight in and wander about among the books without any formality. In others you may have to register as a member before entering; here you may look about first and register when you have decided to borrow.

You will see at once a central service point or enclosure where one or more members of the library staff are taking in and giving out books, and are ready to help you with information about the library, its services and contents.

Why not first try to teach yourself to find your way about? If any book that happens to catch your attention would do, there is no problem. There are hundreds of books on the shelves, and many of the shelves are labelled so that you need waste no time on subjects that are of no interest to you, but can pass quickly to more inviting shelves. We are, however, in search of specific knowledge. How shall we begin?

A cabinet full of small drawers labelled CATALOGUE is an obvious starting-point. Some drawers are marked AUTHORS, and each carries also distinguishing initial letters A-Be, Bf-By, etc. Other drawers are marked SUBJECTS, but seem not to be so much in alphabetical as numerical order, for the symbols on them are digits not letters.

If we open one at random marked 520-540 we see tabs sticking up above the cards marked thus—520 Astronomy, 530 Physics, 540 Chemistry.

The time has perhaps come to ask for help. A member of the staff immediately shows us a large volume* at the end

* "The Dewey Decimal Classification."

of which is an index giving the numerical symbol for each subject, from which we find that Birds are numbered 598.

We are now told to follow the numbered shelves until we reach 598. There we shall find (and we do) some books on birds. If one suits our purpose some part of our quest is complete. On the day of which I write my luck was in—the fifth book on the Bird shelf was “Bird Gardening”, by Maxwell Knight, and this explains in detail how to make a garden beguiling to birds and how to satisfy their various modest needs.

Thus encouraged back we go to the catalogue for “Learning, Remembering and Knowing”. Now we can use the author catalogue, for we know that Patrick Meredith is the author of the specific book we seek. Even so, we might be in trouble, because though he writes as Patrick Meredith his full name is George Patrick Meredith, which, if used by the library, would mean that in a catalogue including many Merediths the position of his name would not be what we expected. But no, there is no entry.

On making a further request for help from a member of the staff, we are told that the book will be got for us by borrowing or purchase, and that if we address a postcard to ourselves and pay for the stamp we will be told when it is ready for collection.

At this point in the proceedings we also ask where dictionaries may be found, so that we can pursue our third enquiry—what is, or are, cybernetics?

We are directed to a Reference and Reading Room from which the books, periodicals and other publications may not be borrowed or removed, but where we are free to browse undisturbed.

But “cybernetics” is not to be found in the dictionaries and encyclopaedias available.

So far in the visit I am describing I did what a visitor pretending to no knowledge of libraries nor of the answers to

my question would do. I now decided on a short cut based on the fact that I happen to know there is a book on "cybernetics" by Norbert Wiener. So I went back to the author catalogue to see if this book was in the library: it was. But the subject was not mentioned in the index where I had looked up the shelf number for birds, and so I decided again to ask a member of the staff how she would help a visitor asking about cybernetics. Well, she also knew there was such a book in the library, but without using that knowledge she produced some volumes of the "British National Bibliography" which lists each year all British books published, and in one of the indexes we found under "cybernetics" the number 621.8(1), and this is the number where Norbert Wiener's book was found in the bibliography and on the shelves.

Before leaving the library the book on "Bird gardening" had to be registered as on loan to me, and as a receipt for it I handed in one of my membership tickets.

In describing this quest for three pieces of information I have mentioned catalogues, membership tickets, the "British National Bibliography" and help from the library staff, to give but a few examples: in future chapters all these activities and gadgets will be more fully described.

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- CURRIE, CLIFFORD. *Be a librarian: a guide to careers in modern librarianship* (Crosby Lockwood, 1958).
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- Supplement by A. Thompson (Unesco, 1958).

Periodicals

ASLIB PROCEEDINGS. vol. 1, no. 1-; Jan. 1949- (London, Aslib).

JOURNAL OF DOCUMENTATION. vol. 1-; June 1945- (London, Aslib).

LIBRARY ASSOCIATION RECORD. vol. 1, no. 1-; 1899- (Library Association).

THREE

ROUTINE AND
ADMINISTRATION

"Everybody's Mind to me a Kingdom is."

OGDEN NASH

THREE

ROUTINE AND ADMINISTRATION

Librarians are often asked by their friends "What exactly do you do all day?", and this is one of the questions I want to answer.* All that a member of the public usually sees is the handing in and out and the reshelving and tidying up of large quantities of books. Not much scope here, it is thought, for professional skills and intellectual satisfaction.

Novelists and film directors have done little to make the stereotype of the librarian glamorous or impressive, though we should be grateful to Peter Sellers, Bette Davis and Katherine Hepburn,† who at least presented librarians as credible human beings.

In this chapter I shall try to show the activities of librarians in various contexts, such as their relations with the

* In this chapter and the next I shall be thinking in terms mainly of an average public library: in Chapter Five more specialized services will be considered.

† In "Only two can play", "Storm centre" and "His other woman".

library authority which directly employs them, their relationships with each other as the staff of one library system and then as members of a profession, their relations with the members of the public whom they serve in their own area or field and then in the library service as a whole. Finally, I shall describe their routine jobs in connection with book-purchase and loans, leaving the two library "mysteries" of cataloguing and classification to be dealt with in the next chapter.

Librarians as Employees

Few librarians are self-employed and few—librarians of private libraries—work for individuals. The rest usually work for some organization under which they enjoy varying degrees of autonomy. But whatever may be the actual degree of independence, there are usually a number of regular tasks to be performed which are mainly intended to satisfy the employer. These usually include the preparation of budgets, the accounting for expenditure and reporting regularly on work done.

To carry out such tasks librarians must know and record the needs of their users, the costs of providing for them in terms of staff, books and equipment, and the use made of the multifarious services throughout the year. Detailed consideration of each of these activities for each of the many different types of library mentioned in Chapter One is obviously neither possible nor necessary within the compass of this book, but some items may serve as examples of the whole.

A brief outline of the problems of annual expenditure on the books, periodicals and other printed or documentary materials of one particular library will show that a good deal of time and ingenuity on the part of the librarian is required.

Imagine it first at a very elementary level. You have £52 a year to spend on your own collection of books. With no one but yourself to please you can be as whimsical as your

temperament dictates and the rhythm of your bank balance allows, and if you spend the whole £52 in January on a dozen or so art books you have no problems for the rest of the year except those of self-control.

But if you have any love of system you will think in terms, perhaps, of spending at the rate of about £1 a week, yet remembering that you may suddenly want a book costing £3 3s.; you will also think in terms of the subjects that most interest you and of keeping a balance between your expenditure on reference books, thrillers, history and wood-carving treatises. While you are still only pleasing yourself your plans may never be precisely formulated nor strictly executed. But if you must satisfy an official treasurer, a committee of management, a board of governors and your clientele, then your troubles begin if your practice is wildly out of step with your marching orders.

Multiply the sum to be spent by 100, that is imagine a book grant of £5,000,* imagine the mixed membership of an average public library and the complexity of modern knowledge embodied in the thousands of books and periodicals which annually fall from the printing presses, and you may begin to see how some hours of a librarian's day may be filled.

On the choice of a well-balanced stock something is said in Chapter Seven. Here we may note that a regular analysis of expenditure must be kept at least in duplicate, since it is always unsafe not to retain evidence of the returns sent to one's financial overlords. At the end of the year these records form both the basis of an annual statement of expenditure and of the following year's budget.

For the latter to be accurate the librarian must watch the movement of prices in paper, printing, binding and allied

* This sum incidentally (or 2s. per head of population, whichever is the greater) is that recommended by the Roberts Committee to be the minimum to be spent on books by a public library authority to justify its having autonomous status.

trades, of both raw materials and wages, for book prices depend on such factors, or he may be caught napping and find a high proportion of his funds disappearing into the bottomless pit of inflation.

To prevent this not only are vigilance and some economic sense needed but also the gift to persuade the holders of the purse strings to disburse if not generously at least adequately.

Given a persuasive and accurate budget based on a business-like statement of expenditure, the next requirement is a concise and convincing account of one's stewardship.

It is widely held that no one *wants* to read an annual report: this may be true, but rash is the man who assumes that no one *does* read an annual report. Granted that it will be read at least by the persistent few, how can it be made more appetizing and what should it comprise?

It should be clear and easy to read, both in physical presentation and style. A welter in close print or typewriting of colourless official jargon will convince the reader only of the author's inadequacy. If the report makes statements these should be backed up by reliable evidence. This evidence, wanted perhaps only once a year, must nevertheless be collected throughout the weeks, and in a way that makes summary and analysis quick and easy.

Annual reports should be presented in a consistent manner year after year as far as facts are concerned so that comparison is easy: nothing makes a reader more suspicious than constant changes in presentation that impede his progress in trying to get a continuous story.

The collection of all this background data is a regular daily chore, and a library no less than a great store has its ledgers, day books and files in which are recorded particulars of purchases, loans and new members, to mention only those common to the whole gamut of libraries.

So much, in brief, for the librarian's duties *vis-à-vis* his employing authority. Many of the routines touched upon

serve more than one purpose and will occur again in other contexts.

Staff

Within a library of any reasonable size there will be staff, and therefore staffing arrangements. Those libraries which I have known personally range in size from a small special library employing three, through a large special library employing ten, to public libraries employing from thirty to fifty. Activities which centre round staff deal with recruitment, training, conditions, hours and supervision. Many of these are similar to staffing questions in other organizations, but as with every profession, there are considerations particular to the field of work.

For example, libraries often keep open for longer hours than do shops or banks, and during all these hours staff must be available wherever service is given and not only staff but appropriate staff. The librarian expert in the children's department may not be appropriate in the reference library. Considerations of justice also apply—the late duties and Saturday duties may not be popular and must be distributed by rota.

For such reasons a large library's weekly staff timetable is often an even more impressive work of art and science than a school's term timetable.

However well the staff of a library may be qualified professionally and however well standardized many library procedures may be, nevertheless each library system develops its individual mores, rules and modifications of standard methods, and these must be taught to newcomers. Training and supervision therefore fill some part of the senior librarian's day.

The Profession

A librarian owes some duty not only to his immediate colleagues on the job but to fellow librarians in general. In

both his working and his leisure hours he may be called on for co-operation and help.

One of the most valuable assets of a librarian is that he can claim, and can substantiate his claim more often than not, that if he does not know something he knows someone who does. And this is because he is part of what is known as an "old boy network". It works like this: every library is a mine of information, many are highly specialized, all good librarians know their own collections and their users, who are the specialists in the field of knowledge which they serve, all librarians are at the beck and call of each other, ergo any librarian ought to be in the best position to find out anything. This is an article of faith to the confirmed librarian, and like all articles of faith it works for those who believe in it and act as though it were true. A minor delight of being a librarian is that the chances are high that any crumb of information one may acquire, however odd or seemingly useless, one day comes in handy and earns its keep.

Not only will the librarian be called upon for day-to-day information to supplement a colleague's store but he will also be expected to support his professional association in its struggle to raise standards of training and of employment. Furthermore, if his experience and knowledge is of high calibre he will no doubt also find time to answer demands that he lecture and teach his younger colleagues on the professional ladder.* His professional activities are beginning to overflow from his working day to his private life, and we begin to wonder, as we do with all professionals, not so much how they fill their day but how they find time for non-professional life.

The Librarian and the Public

Librarians are mainly of two kinds offering two kinds of service and obtaining for themselves two kinds of satisfac-

* The various provisions for training and qualifying librarians are summarized in the appendix where the names and addresses, to which application for further information should be made, are listed.

tion. The first aims to satisfy the requirements which a large number of the population have for general and specialized reading.

An enquiry among a number of avowedly inveterate readers disclosed the following main reasons for reading:

1. To escape from boredom or worry.
2. For vicarious experience both of things one would wish to experience and of things one would wish to avoid. Accounts of snake-charming and of mountaineering are read by some would-be snake-charmers and mountaineers and by some snake- and mountain-phobes.
3. For knowledge helpful or necessary in one's work: in this category were books on plumbing and librarianship.
4. For improving skill in one's hobbies, such as painting, cookery and ballroom dancing.
5. Because one is paid to read as a reviewer or publisher's reader.
6. For the pleasure of adding to one's store of knowledge.
7. For one-upmanship and keeping up with one's children.

All these objectives would seem worthy of his help to the first category of librarian, and he would no doubt himself follow some of them.

The second category is often called a reference librarian, a special librarian, a documentalist or an information officer. His special gift is nosing out precise information required for a particular purpose at a particular time by a particular person: and he supplies this information not only on demand but in advance of demand, in the light of his awareness of, on the one hand, the interests of his clients, and on the other hand, the specialized literature of his subject-field.

Sometimes he himself needs the information for which he searches, but his satisfaction is as great when another uses and benefits from the information he provides.

Both kinds of librarian may, of course, be found within the body of one individual, and within one library. In the whole profession they jointly serve the whole community and, as was described in Chapter One, they have co-operated so that a national and international network of library and information services now unites the world.

Records and Routines

This nexus of relationships linking librarians with their employers, each other, and the public, demands a background of paperwork—recording, counting, analysing, predicting—which can consume all too much time unless rigidly controlled. There are some ground rules or general principles that can be enunciated, but these without hard thought in each specific case can as often beg as answer the questions.

First, the wise librarian will ensure that no routine job is performed, no data recorded, no statistic reported, unless someone can convincingly answer the questions "Why is it done?" and "Will any action follow based on its being done?"

Secondly, he will regularly scrutinize every routine job to discover whether there is a more economical way of doing it, or whether one job slightly modified might serve two purposes usually requiring two jobs.

He will also satisfy himself that skill is not wasted by omission or commission. Those who know most about the contents of the material in their collections will not be hidden away from the users who need them, but who will so often go away unsatisfied rather than be troublesome. Likewise staff with skill and training will not be wasted on repetitive and thankless chores.

Finally, the librarian will encourage all members of the

staff to criticize and comment on routines and to suggest improvements.

Issues and Charging Systems

One of the most time-consuming jobs in a busy lending library is the recording of loans, and much ingenuity and thought has been spent on devising speedy and effective systems of charging and discharging loans.

Those of us who use public libraries are probably familiar with the most usual of these. It consists of providing each book with an identity card and each borrower with one or more identity cards. When a book is on the shelf its identity or charging card fits into a pocket pasted inside the cover of the book, when the book is borrowed its identity card is removed and placed inside a borrower's ticket which is also shaped like a pocket.

Although this is a simple procedure, when a busy library issues some thousands of books a day the counting and sorting of all these tickets necessitates long periods of tedious work: it is not surprising that experiments are often conducted which aim to reduce or minimize this labour.

For what purposes are these records of loans required is the question to be answered first: if we find the purposes essential or valuable we can then consider ways of fulfilling them as efficiently and economically as possible.

The purposes which these records do in fact serve are various, and some are doubtless more important than others.

First, if a book known to be in the stock of a library is not in its right place on the shelf, where is it? Unfortunately the answer may be a very simple one—in the wrong place on the shelves. It is to prevent such situations that constant tidying up is necessary. But for other answers to this question the records of loans must be used, and these must include books sent away to be rebound and books known to be lost; all these records must be arranged in an

order that permits the tracing of a book rather than a borrower.

Secondly, a library wants to know how long a book has been on loan and when it is likely to be back, and even on what date it is reasonable to ask for it to be returned. This means that the records must show the date on which a book was borrowed and that some arrangement by date is necessary to prevent having to search the whole file on every occasion.

Finally, some libraries charge fines to borrowers who keep books beyond the agreed period, and for this purpose again we need to know who has a book and for how long he has had it.

All these arrangements are made because the librarian wants to do two things: the first is to let a reader know when he can have the book he asks for if it is not immediately available and to get it to him by the promised date, and the second is to provide regular data showing how much the library services are used and what sorts of books need replacing or adding to the stock.

For the second set of purposes the records must be counted each day and also analysed. This counting and analysis must also be recorded and summarized at regular intervals, such as monthly, quarterly and annually.

Most librarians do consider these purposes important, and the most usual practices in lending, recording and counting loans shown in an average public library illustrate methods devised to achieve them.

I have already mentioned the reader's and the book's identity cards. The former in the shape of a pocket carries the full name and address of the reader and perhaps the date when his ticket expires. The latter carries enough to identify the book as a particular copy and some indication of its subject for purposes of analysis.

In Figure 1 you have an example of a borrower's ticket. Figures 2 and 3 illustrate book identity or charging cards;

on the first, F signifies that "Pigling Bland" is a work of fiction and 15065 is the acquisition number* of that particular book; this means that it was the 15065th book added to the library (or perhaps the 15065th work of fiction

Name

Address

Ticket No.

Fig. 1

F 15065

Potter, B.
Pigling Bland

Fig. 2

020 37891

Kyle
Librarianship

Fig. 3

F 15065

Potter, B.
Pigling Bland

Name

Address

Ticket No.

Fig. 4

added); on the second card 020 (from the Dewey classification)† signifies that the book is of the general-knowledge category (class 0) and is on librarianship; the number 37891 is again the acquisition number.

Figure 4 shows you the borrower's identity card "married" to the charging card, and the combination is called recording an issue or charging a book to a reader.

In Figure 5 a number of these issues are shown filed in order behind a date guide. To find a given book not on the shelves we must first find its number and class mark from the catalogue and then search for this combination behind each date-card. It would be much simpler if, after being counted each day, the cards were filed in one sequence, thus making only one place to search. But if this were done some other mechanism would be needed if we want to ask borrowers to return books by a given date and to see that they do so.

* The acquisition number is often called the "accession number", but this leads people to use "accessioning" as a verb, and therefore I avoid it.

† See p. 53.

There are, of course, numerous variations on the method I have outlined, and the books listed at the end of this chapter include descriptions of many of them.

Two of the best-known alternative methods used in English public libraries are the "token" method of charging initiated by Westminster's City Librarian L. R. McColvin* in 1954, and "photo-charging" used in Wandsworth public libraries since 1956.†

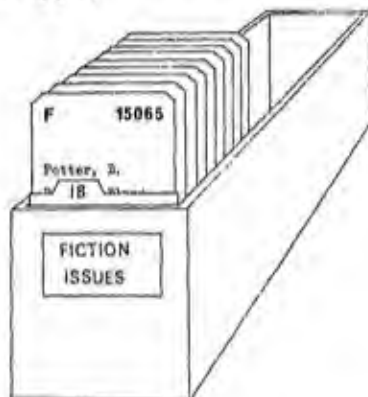


Fig. 5

Registers and Record Ledgers

If records of issues are kept they will probably be recorded in a ledger which may be ruled on the lines suggested in Figure 6. I have only made imaginary entries for one week. The days and dates are indicated down the left-hand side of the page and the categories or classes of books across the top. These classes are based on Dewey but with several additions: these are 78 music, which is often counted separately from the rest of 7 (fine arts), and 92 biography, often counted separately from class 9 (history). There is also a column for

* McColvin, L. R. Progress report on the Westminster token system in *Library Association Record*, vol. 58, no. 1, Jan. 1956.

† Corbett, E. V. Photo charging . . . (Clarke, 1957).

Class—	0	1	2	3	4	5	6	7	78	8	9	92	N-F	Fic- tion	Total
Feb. 1st															
" 2nd															
M 4th	3	—	—	7	3	9	7	11	—	5	11	7	63	200	263
T 5th	—	2	3	15	2	22	21	2	4	7	8	4	90	260	350
W 6th	—	3	4	4	6	17	7	9	9	18	20	14	111	411	522
Th 7th	2	1	2	23	8	19	12	3	2	6	9	8	95	282	377
F 8th	2	1	6	—	1	12	12	8	7	6	12	9	76	210	286
S 9th	1	7	11	21	4	7	18	14	17	12	21	17	150	448	598

Fig. 6

total non-fiction issues, a column for fiction and a column for the gross total. There is usually also a summary page where totals for each month, quarter and half-year are entered and aggregated, thus making the preparation of annual figures a quick and simple matter.

Even from the small example in Figure 6 you can see the sort of information the librarian may glean from such regular collection of data. He will notice that Wednesday and Saturday (probably half-closing days in his district) are his busiest days and will arrange his staff accordingly. It is only fair to say that without keeping any statistics he will soon find out which are his busy days, nevertheless accurate figures are better than opinions when it comes to asking for more staff.

He will also note the popularity and unpopularity of different categories of books, and, by studying the peculiarities of his district, the type of borrower and the quality and number of the books in each category provided by the library, he may be able to improve both his stock of books and the minds of his readers. It is such satisfactions that make much of his routine work worthwhile.

Another record book or ledger which is often kept by libraries is the Acquisitions Register, and in it is recorded the complete history of each volume added to the library in numerical order of acquisition. If it is kept it is the most convenient and portable record to save in the case of fire for insurance and other purposes. From it can be reconstructed many of the other records of the library, and if even only one book is lost the source and date and cost of its supply can be found.

However, much work is involved and there has been much controversy about the value of keeping such a record. Most of the purposes it serves can be equally well served by alternative methods. Should it be kept for the occasions when it may be used after the destruction of a library and its other records by fire? I know of little evidence that its value

in these circumstances has often been demonstrated, and I for one would cut it out of my routine, preferring to record the history of my books on the backs of the catalogue cards as well as in the books themselves.

Many of the routines and activities that fill the librarian's day have followed in their history the pattern that is seen in almost every field of human endeavour.

First we want to do something new, such as provide books for public use. Then we think of ways of doing it and methods of making our system work. Then we want to explain and defend our actions and record their history. For each of these aims we invent *ad hoc* the first method that comes into our heads.

Then we have too many jobs and too few people, and so we try to eliminate the unnecessary and streamline and rationalize the necessary jobs. At a later stage we invent gadgets, tools and machinery to do some of our jobs for us. Finally, we are promised or threatened with automation.*

The whole process must be constantly studied to make sure that we and not our tools are the masters, and to ensure this in our large and complex system of libraries there is ample scope for the genius of a new generation of librarians.

BOOK LIST

- CORBETT, EDMUND V. Photo-charging: its operation and installation in a British public library (James Clarke, 1957).
LIBRARY ASSOCIATION. A report on a survey made of book charging systems at present in use in England, by F. W. Hogg, W. J. Matthews, and T. E. A. Verity (London: The Association, 1961).

* See Chapter Six.

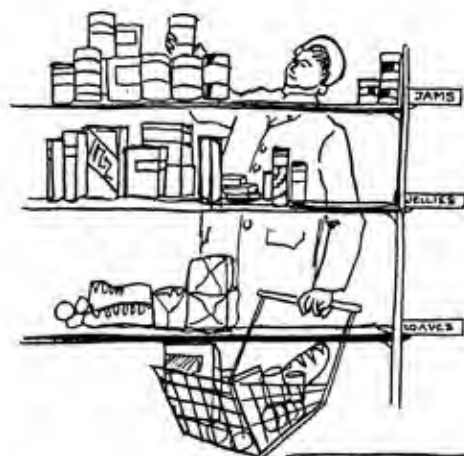
- LOCK, R. N. Library administration (Crosby Lockwood, 1961).
- McCOLVIN, L. R. Progress report on the Westminster token system in *Library Association Record*, vol. 58, no. 1, Jan. 1956.
- TAYLOR, W. A. Bookamatic comes to Britain in *Library World*, Aug. 1962, p. 42.
- See also Five year's work in Librarianship, Book List to Chap. 2.

FOUR

CATALOGUING
AND CLASSIFICATION
IN A GENERAL LIBRARY

*"... Index-learning turns no student pale,
Yet holds the Eel of Science by the Tail."*

ALEXANDER POPE *Dunciad*, Bk I, lines 233-4



FOUR

CATALOGUING AND CLASSIFICATION IN A GENERAL LIBRARY

Cataloguing and classification (and together these include indexing) are the two most powerful tools of librarianship. They are at the same time often considered by the layman to be two complicated and incomprehensible mysteries.

And yet they are not mysteries at all: we meet them every day, and anyone who has become a specialist in any subject or who has ever collected anything as a hobby probably uses these two techniques himself, but without claiming to do so or using the specialized language in which they are discussed by librarians.

Think of a catalogue of postage stamps: this is usually classified by country of provenance, and each stamp is listed in precise and standardized terms, including many agreed abbreviations—just like a library catalogue.

Think of a catalogue of secondhand cars, often arranged by make of car, as is an author catalogue of books, and

subdivided by year of the model as a guide to the further details of style and components.

Think of a self-service store where all the goods are displayed in categories on clearly labelled shelves, just as the books on library shelves are arranged by subject and clearly labelled.

Think of a classified telephone directory arranged by subject, so that on moving to a new town and not knowing the name of a butcher, baker or fishmonger you can find a number of each under subject or trade.

All these arrangements to which we are so well accustomed have something in common with library cataloguing and classification. I shall try to make clear how and why these two techniques have been developed by librarians to the present stage where their very success has to some extent made the public look upon them as obstacles between the books and themselves instead of as clues through the labyrinths of shelving.

Cataloguing

To catalogue a book is to make a record of all that you may need to know about it on a future occasion when you may not be able to handle it, and then to place this record in some systematic order so that you can quickly find it when you want it. As I mentioned in Chapter Two, there may be two such systematic arrangements, one based on the authorship of books and one on their subject matter. To begin with I shall talk of author cataloguing because subject cataloguing ties up more closely with classification. I shall also assume that the catalogue is on cards, and that these are of a standard size of 5 × 3 inches.

Here, then, are several books which we might need to catalogue:

- (1) "The Comforts of Unreason", by Rupert Crawshay-Williams

- (2) The Poems of Gerard Manley Hopkins
- (3) "Love", by Walter de la Mare

Figure 7 represents a cataloguing card already printed with instructional headings to make simple its completion. More usually entirely blank cards are used.

AUTHOR	De La Mare, Walter
TITLE	Love (an anthology with prose commentary and introduction)
IMPRINT	London, Faber & Faber, 1943
COLLATION	illus. frontis. cxliv, 592 p.
NOTES	decorations by Barnett Freedman

Fig. 7

The following are completed author catalogue entries for the three books, and between them illustrate a number of rules that have been found desirable. Let us briefly consider each in turn.

- (1) Crawshay-Williams, Rupert.

The comforts of unreason: a study of the motives
behind irrational thought.

London, Kegan Paul, Trench, Trubner., 1947.

bibliog., index, viii, 206 p.

- (2) Hopkins, Gerard Manley.

Poems of . . . third edition: the first edition with
preface and notes by Robert Bridges, enlarged and
edited with notes and a biographical introduction
by W. H. Gardner.

London, Geoffrey Cumberledge, Oxford University
Press, 1948.

xxvi, 292 p.

(3) De La Mare, Walter.

Love: [an anthology with prose commentary and introduction by W. de la Mare.]

London, Faber & Faber, 1943.

illus. frontis. cxliv, 592 p.

note: decorations are by Barnett Freedman.

The first author has a hyphenated name, and you can see that a rule is necessary to prevent different cataloguers making different decisions. If some of this author's works were in the catalogue under "C" and some under "W" you would need always to search in two places, but having found some entries under whichever letter you first searched you might very well assume that you had found all there was to find. With a rule that the first part of a hyphenated name is to be used for the entry in the catalogue it is also essential that there should be a reference card for those who expect the entry to be under the second half of the name: for the first example you would therefore find in the author catalogue a card for

Williams, Rupert Crawshay-

see Crawshay-Williams, Rupert.

There are two other points which may be considered in connection with this first example. In some catalogues entries are also made for titles if they are distinctive and as likely to be remembered as the author's name. This is nearly always done in the case of fiction, as "Gone with the Wind" is usually more often asked for than "that novel by Mitchell". If this rule is also adopted for non-fiction "The Comforts of Unreason" is just the sort of title for which an entry might be made.

The second point concerns what is known as the subtitle: this is always included on the catalogue entry if it adds something worthwhile to the title. In this example "a study of the motives behind irrational thought" is more informa-

tive than the main title, and should certainly not be omitted.

In example (2) the important point to notice is the information about the edition of Hopkins' poems. If this were omitted the would-be borrower would not know if Gardner's introduction is in the library's copy of Hopkins, and this may be just what he is looking for.

In example (3) two more points are illustrated: the need for a rule for such names as De La Mare. Are entries to be under "De", "La" or "Mare"? Here again when a rule is established references from the discarded alternatives should be made.

Secondly, note that I have added the words in square brackets, because without them the title is inadequate. I have also noted the illustrator's name, because for some libraries (in Chelsea perhaps?) entries might be wanted under the artist's name as well as the author's.

When it is decided to make entries for artists as well as authors and also for titles of certain books the author catalogue is sometimes called the "name catalogue".

These examples show the need which anyone intelligently listing his own books would find for simple rules. In the code book* which most librarians in this country use there are 174 rules to be mastered by the expert qualified cataloguer. Not all of them are needed in every library, but those that are widely used have been made because a problem needed solving, not because librarians have any wish to create mysteries.

Classification

Classification has developed in the same way. I shall say little in this chapter about the history of classification nor attempt to give detailed descriptions of the various general schemes used by libraries today. In the book list at the end of this chapter I suggest some further reading for those of you curious enough to pursue the story in detail.

* See first item in book list at end of chapter.

Here I only aim to show how classification is one of the practical solutions to the problem of getting the right book into the hands of the right reader as quickly as may be.

Some formal arrangements of books on the shelves becomes necessary at the point where a number of people from different backgrounds come together to use a large collection of books.

Many private collectors of books find no need for a formal system of arrangement, but even an individual owner who knows just where each book is from memory usually begins to group his books when the total number moves out of the hundreds into the thousands.

My own collection of books is in the following order of groups:

1. Logic, philosophy and religion, and science
2. Books on language
3. Wild flowers and garden flowers
4. Birds and animals
5. Reference books, dictionaries, atlases
6. Art books
7. Architecture
8. Anthologies
9. Poets
10. Criticism
11. Shakespeare and criticism of Shakespeare
12. Plays
13. Travel and topography, guide books
14. Autobiographies and biographies
15. History
16. Novels
17. Cookery books

It was fairly recently on acquiring enough shelves to put all my books in one room that I tidied them up and arranged them in this order. Now in writing this chapter I

take a look at the arrangement in order to explain how I decided on it. The conclusion is curious but understandable. Shelves marked 5, on which I have put dictionaries, quotation books and encyclopaedias, and shelves numbered 17, on which I have put cookery books, are all within reach of a chair without my having to get up. As one may want to look at half a dozen such books at a time without knowing which will answer one's requirements, this seemed an obvious choice of shelves. But when I look at all the books on the other shelves I find that they are in the same order as they would be in most public libraries—that is the order given to the subjects in the Dewey Classification. I can only think that Dewey, the first classification scheme with which I became really familiar, has left such permanent marks in my mind that whenever I arrange books without thinking I fall into the old habit.

Dewey first published his decimal classification in 1876, and in this country it is the most widely used scheme in our public libraries and is also used for the arrangement of entries in the British National Bibliography.* The scheme is simple, and for general libraries still reasonably adequate.

Knowledge, or the subject matter of books, is divided by Dewey into nine compartments (a tenth for general works such as encyclopaedias which cover every subject is provided at the beginning), and these compartments are numbered 1 to 9. Arabic numerals were chosen because they are the best known of all symbols and because by the use of decimals each can be infinitely subdivided, as becomes necessary with the continuous growth of knowledge. Each of the nine main classes are again subdivided into nine divisions, and each such division is again divided into nine. Including class 000 for general works, we get the following one hundred headings as the basis for the system:†

* See Chapter Seven.

† Dewey decimal classification and relative index . . . standard (15th) edition revised N.Y. Forest Press Inc., 1952.

10863

- 000 General Works
- 010 Bibliographical Science and Technique
- 020 Library Science
- 030 General Encyclopaedias
- 040 General Collected Essays
- 050 General Periodicals
- 060 General societies Museums
- 070 Journalism
- 080 Collected Works
- 090 Book Rarities

- 100 Philosophy Esthetics
- 110 Metaphysics
- 120 Metaphysical Theories
- 130 Fields of Psychology
- 150 Psychology
- 160 Logic
- 170 Ethics
- 180 Oriental and Ancient Philosophy
- 190 Modern Philosophy

- 200 Religion
- 210 Natural Religion
- 220 Bible
- 230 Systematic or Doctrinal Theology
- 240 Devotional Theology
- 250 Pastoral Theology
- 260 Ecclesiastical Theology
- 270 Christian Church History
- 280 Christian Churches and Sects
- 290 Non-Christian Religions

- 300 Social Sciences Sociology
- 310 Statistics
- 320 Political Science
- 330 Economics
- 340 Law

- 350 Public Administration
- 360 Social Welfare
- 370 Education
- 380 Commerce
- 390 Customs

- 400 Linguistics
- 410 Comparative Linguistics
- 420 English Language
- 430 German Germanic Languages
- 440 French Provençal
- 450 Italian Rumanian
- 460 Spanish Portuguese
- 470 Latin Other Italic
- 480 Greek Hellenic Group
- 490 Other languages

- 500 Pure Science
- 510 Mathematics
- 520 Astronomy
- 530 Physics
- 540 Chemistry Crystallography Mineralogy
- 550 Earth Sciences
- 560 Paleontology
- 570 Biological Sciences
- 580 Botany
- 590 Zoology

- 600 Applied Science
- 610 Medical Sciences
- 620 Engineering
- 630 Agriculture
- 640 Home Economics
- 650 Business and Business Methods
- 660 Chemical Technology Industrial Chemistry
- 670 Manufactures, Continued

- 680 Manufactures, Continued
- 690 Building Construction
- 700 Arts and Recreation
- 710 Landscape Architecture
- 720 Architecture
- 730 Sculpture
- 740 Drawing Decorative Art
- 750 Painting
- 760 Prints and Print Making
- 770 Photography
- 780 Music
- 790 Recreation
- 800 Literature
- 810 American Literature
- 820 English Literature
- 830 German and Other Germanic Literatures
- 840 French, Provençal, Catalan Literatures
- 850 Italian, Rumanian, Romansch Literatures
- 860 Spanish and Portuguese Literatures
- 870 Latin and Other Italic Literatures
- 880 Greek and Hellenic Group Literatures
- 890 Literature of Other Languages
- 900 History
- 910 Geography
- 920 Biography
- 930 Ancient World History
- 940 European History
- 950 History of Asia
- 960 African History
- 970 North American History
- 980 South American History
- 990 History of Oceania.

To go one stage further let us take 510 mathematics and see how it is further subdivided:

- 510 Mathematics
- 511 Arithmetic
- 512 Algebra
- 513 Geometry
- 514 Trigonometry
- 515 Descriptive Geometry
- 516 Euclidean Analytic Geometry
- 517 Calculus
- 518 Special Functions
- 519 Probability.

The latest edition of the Dewey Decimal Classification, like all its predecessors, has also an alphabetical index for those to whom its arrangement is not familiar. Since 1950, when the British National Bibliography was first issued giving the Dewey number for almost every book published in Great Britain, many librarians have given up classifying recent British books themselves, preferring to copy the work already done for them by the staff of the B.N.B.

But this is by no means true of all libraries, and certainly not of those which purchase a large proportion of foreign books. It is therefore worth considering briefly the process of classifying.

The majority of libraries in this country use the Dewey Decimal Classification (mainly in public libraries), the Library of Congress Classification (in many university libraries), the Bliss Bibliographic Classification (in some university and in some special libraries) or the Universal Decimal Classification (in many special libraries, particularly those which are in the scientific or technical field).*

No matter which scheme is chosen, the process of application is almost identical. I shall choose for my examples Dewey, because it is available to most readers in our public libraries.

* These schemes are described in Palmer, B. I. and Wells, A. J., "The fundamentals of library classification" (Allen & Unwin, 1951).

The purpose lying behind the classifying of books is two-fold: first to give each book an "address" on the shelves where, by referring from the catalogue, it may always be found (unless by the same "address" it is found to be out on loan), and second to arrange all the books on the shelves in a way that will seem sensible and helpful to the majority of users.

To classify a book a librarian must first know what it is about: there are several methods of acquiring this knowledge—some good, some less good. Few librarians have time thoroughly to read (even co-operatively among members of one library staff, let alone individually) every book added to their libraries; and even thorough reading does not eliminate all the difficulties, as we shall see.

Other possibilities are to browse in a book, to read reviews and criticisms of it and to make notes of these at the time of purchase, or to guess at the subject from the author and title.

Having some idea of the book's subject, we turn to the classification scheme and decide on the main class into which we think the subject most usefully fits, before deciding on the details—its full address.

Let us take a number of books as examples and see where these processes lead us.

I choose for the experiment the following:

1. "The Uses of Literacy", by R. Hoggart, Chatto & Windus, 1957.
2. "The Comforts of Unreason", by R. Crawshay-Williams, Paul, Trench, Trubner, 1947.
3. "Art and Scientific Thought", by M. Johnson, Faber, 1944.
4. "The Lore and Language of School Children", by Iona and Peter Opie, O.U.P., 1959.

First, for each, what is it about? Richard Hoggart's subtitle is "aspects of working-class life, with special reference

to publications and entertainments". The first half of the book is a picture of English working-class life—mother, father, home, the neighbourhood—and this leads, through descriptions of popular songs, postcards and jokes, to consideration of glossy magazines, sex-and-violence novels and "culture-hunger".

Remembering the nine main classes of Dewey, is this a book for class 3 Social Sciences, or class 7 Arts and Amusements or class 8 Literature?

"The Comforts of Unreason" also had, as we found when cataloguing it, a subtitle—"a study of the motives behind irrational thought". Chapters on why we use irrational arguments followed by chapters on how to avoid irrationality in ourselves and how to spot it in others all point to this being a guide to clear thinking. Should it go in class 1 Philosophy, which includes logic and psychology, or class 3, which includes education?

Martin Johnson also provides a subtitle to his "Art and Scientific Thought"—"historical studies towards a modern revision of their antagonism". His chapters range in diversity from "The communication of measurement in modern physical science", "An approach to Beethoven's final music for string quartet", "Ancient Chinese carvings in jade", "After seeing the Russian ballet Petrouchka", to "The problem of Leonardo's imaginative drawings", "Sources of fantasy in a scientific mind" and "Scientific reaction to irrational environment". Will you decide on class 7 the Arts, or class 5 Science, or 0—General works?

The Opies on "Lore and language of school children" range over children's games, riddles, nicknames, rhymes and behaviour with regard to friendship, truth-telling and school days: class 3 for Education and Social Life and Folklore, or class 7 for Games, Art and Amusements or class 8 for Literature?

Clearly no answer is the "right" answer: the librarian

must use judgement in choosing from among several possibilities the one most likely to be helpful to the majority of his readers. Having made this judgement as to where on the shelves a particular book shall stand, he will also, of course, make cards for the book indicating other subjects with which it can be said to deal and add these to his subject catalogue.

Having decided on one or more classification numbers for each book and having made author entries for the catalogue, the librarian has next to find a way of guiding his readers from the catalogue to the shelves on the many occasions when they seek a subject but do not already know either an author or a title.

He will usually do one of three things: provide an author catalogue and a separate subject catalogue in classified order to which an alphabetical index is also supplied; provide an author catalogue with a separate subject catalogue arranged in alphabetical order of subjects; or combine his author and his subject entries into one alphabetical order known as a dictionary catalogue.

A dictionary catalogue is probably the one most easily understood by the general reader. Everything is in one place, and within that one place the order is alphabetical—an order to which he is accustomed in the dictionary, the telephone directory and the indexes to books. The disadvantages are that he may not at first think of the same words as the librarian and that he will probably have to go back and forth from one end to another of a large number of catalogue drawers.

Imagine his wanting a book on daffodils; first he goes to the drawer marked "D" and looks up "daffodils". He finds the word, but it says "*see* Narcissus". So he goes to the "N" drawer and looks up "Narcissus". Here he finds an entry Narcissus—"The Narcissus—wild and cultivated", by A. Gardener. If this book is not on the shelf he goes back to the "B" drawer to see what there is on "Bulbs" and so on.

Whereas in a classified catalogue, once he had found from the index the classification number for daffodils or bulbs, all the material in the library on the subject will be found at the same place in the catalogue.

So far I have spoken briefly about classification and cataloguing as part of the routine organization of a general lending library. But classification is not just a librarian's tool: it pervades all organized thinking and activity. I now want to give some consideration to its wider significance.

The techniques of classification are so fascinating that the initiated sometimes treat them as an end in themselves, just as cross-word puzzle addicts exercise their skill with words.

But classification is usually a means to an end, and the purpose must be made clear before a relevant classification can be made or a book be correctly placed. Imagine a large number of cooking recipes each written out on a postcard and the whole collection jumbled up on a large table top. If a publisher, wishing to publish a cookery book, said to an editor, "Classify these recipes", the editor should reply, "With what readers in mind?"

Now consider some of the possible answers. Hospital dieticians, restaurant proprietors, boarding-house keepers, housewives, gourmets, social historians. . . . The same grouping or classification would not equally well serve all users, and for some users more than one arrangement would be desirable.

The dietician might think in terms of such categories as calorific value; basic content such as protein, carbohydrate, fat; and suitability for certain conditions, such as diabetes, jaundice, high blood pressure and anaemia. We might devise for him a system of chapters like this:

Chapter	1.	<i>Protein recipes</i>
Sections	1.1	Vegetable proteins, nuts
	1.2	Egg recipes
	1.3	Fish recipes

- | | | |
|----------|-----|--|
| Sections | 1.4 | Poultry recipes |
| | 1.5 | Other meats |
| | 1.6 | Cheese |
| | 1.7 | |
| | 1.8 | Protein derived from processed grass,
etc. |
| | 1.9 | Pre-digested and substitute proteins |
| Chapter | 2. | <i>Carbohydrate recipes</i> |
| Sections | 2.1 | Bread, etc. |
| | 2.2 | Vegetable—potatoes, etc. |
| | 2.3 | Rice |
| | 2.4 | Other cereals—barley, etc. |
| | 2.5 | Cereal products—pasta, etc. |
| | 2.6 | Sugar, jam, honey |
| | 2.7 | |
| | 2.8 | |
| | 2.9 | Sugar-free substitutes |
| Chapter | 3. | <i>Fat recipes</i> |
| Sections | 3.1 | Milk, cream |
| | 3.2 | Butter, cheese |
| | 3.3 | Margarine, nut butter |
| | 3.4 | Animal fats |
| | 3.5 | Vegetable oils |
| | 3.6 | |
| | 3.7 | |
| | 3.8 | |
| | 3.9 | Oils, fats, etc., suitable in certain fat-free diets |
| Chapter | 4. | <i>Vitamin sources</i> |
| Sections | 4.1 | Vitamin A |
| | 4.2 | Vitamin B |
| | 4.3 | Vitamin C |

Chapter	5.	<i>Liquids</i>
Sections	5.1	Water, mineral waters
	5.2	Vegetable and fruit juices
	5.3	Skim milk (<i>see also</i> 3.1 milk), whey
	5.4	Broths and gravies
	5.5	
	5.6	Stimulants—tea, coffee, etc.
	5.7	Alcoholic beverages—beer, wine, spirits

For each recipe we might add a symbol for physiological conditions such as:

A	Circulatory and blood conditions
AB	Anaemia
AP	Blood pressure conditions
APH	Blood pressure, high
B	Bone conditions
C	Children's ailments
D	Diabetes
K	Kidney conditions
L	Liver conditions
LJ	Jaundice
	etc.

The recipes in each section could be arranged in order of their symbols. For instance, in Chapter 1, Section 3, fish dishes, we might have first those suitable to any condition, then those under A for circulatory conditions, then under D those for diabetics and so on.

The index would include the following entries:

Blood pressure, fish recipes for. Chapter 1, Section 3, AP
 Fish, protein recipes. Chapter 1, Section 3
 High blood pressure, fish recipes for. Chapter 1, Section 3, APH
 Protein recipes. Chapter 1

Before finally deciding on the arrangement suitable for the use of dieticians we should, of course, as intelligent editors, consult a dietician to make certain that we had correctly understood his interests.

Let us next consider the housewife. She would probably not like this treatment at all—and indeed there is no one arrangement to suit all housewives at all times.

Sometimes she wants to know how to cook venison and what to make of some cold rice and a dozen prawns: on these occasions an arrangement by ingredients is convenient. But at other times she wants a recipe for paella, pilaf or goulash, and then an arrangement by dishes is useful. The most usual plan for general cookery books is an arrangement by types of dishes, such as soups, fish dishes, stews and casseroles, poultry, meat, vegetables and puddings: to this is added an index of named dishes such as pilaf, pancake and trifle.

The worst arrangement I know is in an international cookery book in which each chapter consisting of a country's recipes is separately indexed, so that if you do not know the nationality of pilaf or goulash you have to look in a dozen places.

From these brief examples you will see how the arrangement is chosen to satisfy a particular body of users and that the job of the index is to supplement and complement but not to duplicate the classification. It is therefore clear that it is meaningless to speak of good and bad, or right and wrong, classifications unless the purpose of the users is specified.

The difficulty about making or choosing a classification for a general library used by many different users is that we are trying to serve a number of varied purposes at the same time. The "general reader" one day behaves as a carpenter and the next day as an artist and the third day as a naturalist. On each occasion he will approach books on trees from quite a different point of view. On the first day he wants trees

"classified" according to durability, weathering and stress of the wood they produce; on the second he may want trees "classified" by their appearance at different seasons, and on the third day he wants them "classified" botanically and according to their environments. Clearly the books do not leap about the shelves and take up suitable positions according to the daily changes of interest of hundreds of users.

For the general library, therefore, we can only aim at an arrangement which we think most likely to suit a majority of users most of the time, and by which, with a little effort, everyone can find what he wants, even if it is not exactly where he himself would have chosen to put it.

The more satisfying, and likely to be more successful, attempt to please a particular group of users is considered in the next chapter.

Even in a general library there is scope for variation and experiment. In addition to the lending departments there are also reference libraries, children's libraries, special and local collections, music and gramophone libraries, collections of pictures and illustrations, to mention only the most obvious. The same classification used for books in general is by no means always used throughout one library.

And even the same scheme may be used in greater detail in the reference library where precise and detailed information is sought, and in broad outline in the children's library.

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FIVE

SPECIAL LIBRARIES

"Every library should try to be complete on something, if it were only the history of pinheads."

OLIVER WENDELL HOLMES

FIVE

SPECIAL LIBRARIES

Special libraries, as distinct from general public libraries and university libraries, usually serve a limited number of users who share a particular interest.

The methods employed in them, while having much in common with those already described, are more precisely geared to the specific needs of these users.

The acquisition of material will be related to a part of the world of knowledge rather than to the whole, but, because the users will be specialists for that part of knowledge the coverage will be more intense, detailed and thorough than in any but the largest of general libraries.

For example, an average public library will subscribe to several periodicals on the subject of international affairs; the library of the Royal Institute of International Affairs, on the other hand, regularly receives 535 periodicals on the subject in sixteen different languages. And whereas the public library will keep two or three years' issues of each periodical, the special library may well keep them for ten, twenty or almost endless years. Proportionately, the

special library will hold more pamphlets and government or other report literature, on complex and detailed aspects of its subject, than books.

This concentration of small units of documentation, each dealing with a precise piece of information, calls for greater detail in classification and cataloguing than is required in most general libraries.

In the latter it may be enough to indicate that a book deals with the history of diplomatic affairs in France, but, where the whole library is devoted to international affairs, what the librarian may need to find, immediately it is required, is the text of a particular treaty. At such a moment there is no time to look through dozens of likely sources: the catalogue must lead the enquirer directly to his goal.

To complicate his search the librarian may be given on different occasions different clues to the same document and very rarely all the clues at any one time.

The special librarian, furthermore, because he serves people with specific interests whose individual studies and projects are known to him, is in a position to give more active help to his enquirers than is usually possible in the large general library. He will study all the material added to his collection not only with the future enquiries of unknown readers but also with the known preoccupations of his regular users in mind.

For all of them he must maintain catalogues and indexes which will ensure prompt and comprehensive information when it is demanded. He will often not only classify his material in great detail but may also classify his users and keep an up-to-date index to their needs. By this method he can ensure the provision of what has been called a "current awareness service". Whereas a general library will issue either a regular list of acquisitions or a news bulletin for all its readers, the special librarian will more probably provide abstracts and will send individual bulletins "tailor-made" for each group of workers in a particular field.

Every librarian must calculate how much time spent in indexing and cataloguing is worthwhile. In making this calculation he must consider what published indexes and abstract journals are available, how up-to-date they are in covering new material and how valuable it may be to his readers if he supplements them when they are inadequate or forestalls them when they are too tardily published.

In the special library this is often a matter of delicate judgement which can only be made with experience of each situation in terms of weighing speed against comprehensiveness and cost against future value.

When you consider the vast range of subjects on which special libraries concentrate and the varied purposes for which they may be used you will at once see how unlikely it is that the same answers to these problems will be relevant to all of them.

Let us consider some of the activities already described in earlier chapters and see what modifications might be made in more specialized libraries. For my example I shall again talk in terms of the library and information services of the Royal Institute of International Affairs, because it is the one with which I am most familiar. Some of its problems are similar to those in many other libraries, but some are created by its own particular character and functions.

Because international affairs is a highly topical and rapidly changing subject, speed is one of the library's priorities. The acquisition of material cannot be a leisurely process depending upon infrequent meetings of committees. Much valuable information will appear in newspapers and periodicals before being published as government white papers, pamphlets and books. Every day the papers must be read—and not only English papers. Reports from journalists, communiqués from statesmen and government officials, press releases outlining government policies and summarizing the texts of treaties, all these and much more are cut, mounted, classified and filed. The collection of press

cuttings at Chatham House, in St. James's Square, which is the home of the Royal Institute of International Affairs, now numbers more than five million, and within five minutes of entering the door a member can have on his desk an orderly anthology of information on for example the Cuban crisis.

After newspapers the next most up-to-date sources, and often more accurate because of the short time-lag in which facts can be checked, are periodicals. But these again are useless as speedy sources of information unless they are read and indexed. Each week in the library 163 periodicals in five languages are read and their relevant contents indexed. Here again, within five minutes a reader may receive on his desk articles giving American, French and Commonwealth views on Britain's possible entry into the European Common Market.

All these more ephemeral forms of material must be backed by the prompt and comprehensive provision of official government publications and other books and documents from all over the world.

In the cause of promptness it is no uncommon thing for a member of the library's staff to call in at the Stationery Office on the way to the library to ensure that a government publication announced in the evening papers is available when the library opens the morning after.

Such a library is run primarily for its own members, who support it both financially and intellectually. The librarian is therefore serving a known regular body of readers, each of whom is a specialist in his own field. The co-operation between the staff and the users in such a library is one of the most stimulating rewards of the profession of librarianship. To satisfy the demand for out-of-the-way material or hard-to-get facts at the moment they are asked for is a peculiarly satisfying achievement, and may be the result of far from routine activities.

Visits to colleagues when enjoying foreign travel, picking

up an unknown foreign journal in a railway carriage, talking to a stamp collector—any of such chance encounters may provide a link in the chain which one day joins an enquirer to the piece of information he needs.

Although primarily existing to satisfy its own members, a special library fits in to the inter-library loans system of the country as a whole and also, often through membership of special subject groups of libraries, into regional and more informal arrangements.

Chatham House Library, being in London, is first linked through the National Central Library with the South-East Region. This means that it has access to the stock of all co-operating libraries through a union catalogue, and to the stock of the National Central Library: if both these sources fail all the libraries co-operating in the nine other regions may be called on for help.

Such schemes are, of course, based on reciprocity, and the stock of Chatham House Library, except for material always retained on the premises, is likewise available to all scholars throughout the country—not directly, but through their own special, university or public libraries.

How far a special library should put the interests of its own members first and how far co-operate with the national system is not easy to say. If publicly financed libraries succeed in meeting all the "legitimate requirements of the community for books and information"* it seems logical that special groups of readers prepared to finance their own special libraries have an absolute right to reserve the material thus collected for their own exclusive use. They would also be entitled as ordinary citizens to use the public services without any reciprocity. However, they still find it useful and agreeable to co-operate with each other, and to do so through the existing organization for library co-operation is obviously simpler than to set up rival machinery.

This is fortunate for the general reader when he has

* Library Association. "The Public Library Service" (L. A., 1943).

eccentric or highly specialized needs: he finds the resources of privately financed collections opened to him. It is also fortunate for the public authorities, who might otherwise find themselves in difficulties if they had to define precisely what is meant by the "legitimate requirements of the community" and other such phrases which appear from time to time in blue books and other official publications.

What now of classification in a special library? Often on the particular field of interest covered by such a library the general schemes of classification intended for large general libraries are inadequate or unsuitable. So many things can be wrong about a general classification in a special context.

First there is usually insufficient detail and coherence. There is, for instance, in the International Labour Office at Geneva a large collection of documentation on Occupational Safety and Health. No published general scheme of classification adequately covers the interests represented in this collection. Such subjects as the actual diseases and injuries themselves, the hazards and conditions which cause them, the cures and preventions devised, the financial and material losses to individuals and organizations involved: all these form one coherent subject for this library, but will be widely scattered in, if not omitted from, general schemes.*

Secondly, because general schemes cover the whole of knowledge, the letters or figures used to symbolize the subjects are evenly spread over the whole field. Thus, in Dewey medicine is represented by 610, and all the subdivisions of medicine start with the two digits 61. In a library wholly devoted to medicine this is wasteful and repetitive: it is obviously more sensible to use all nine digits and spread them over the field of medicine.

Thirdly, though the subject may be covered, the emphasis in a general scheme may not reflect the point of view

* A special scheme was therefore devised by D. J. Foskett and published by the International Occupational Safety and Health Centre, Geneva, rev. ed. 1961.

of a group of specialists. Chemistry and botany and agriculture may all be adequately provided for in a general scheme, but not in a way that is useful to the librarian in the research department of a firm of fertilizer manufacturers.

It is such facts that account for new thinking about classification and drafts of many new specialist classification schemes having come from the minds and pens of those special librarians, documentalists and information scientists, who have wrestled with those problems.

The subject is fascinating and intricate, and to explore it in great detail would unbalance this short book. I shall mention it again briefly in the next chapter, and hope that you will also be tempted to read some of the books listed at the end of this and the preceding chapter.

There is yet another way in which the work of a special librarian may differ from that of his more general colleagues: he will usually have fewer users, but they will be more demanding. Furthermore, his job is to train his users to be more demanding so that their time, which ought to be spent on research, writing or teaching, is not spent on bibliographical activities which the librarian should do for them and should do better because it is his speciality.

A research worker spending all day in his laboratory cannot be expected also to read all the literature in different languages on his own and related subjects, but while he is working in his laboratory the library staff are working in theirs—the library. When the research worker suddenly wants to know all that his colleagues have written on, let us say, the application of a new process for insulation or the results of varying degrees of humidity on man-made fibres, instead of putting aside his own work and spending perhaps days on searching, he merely sends his request to the library staff, who can without delay furnish him either with the appropriate literature or with a written report based on the literature giving him the facts he wants.

In this way the special librarian acts not only as a purveyor of present knowledge but also plays a creative part in the discovery of fresh knowledge.

Every research team, it is hoped, may have its own documentalist, and the work of this member of the team, whether he is labelled librarian, information scientist or literature-searcher, is a logical development of basic librarianship—the communication of knowledge by the efficient organization and dissemination of recorded information.

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SIX

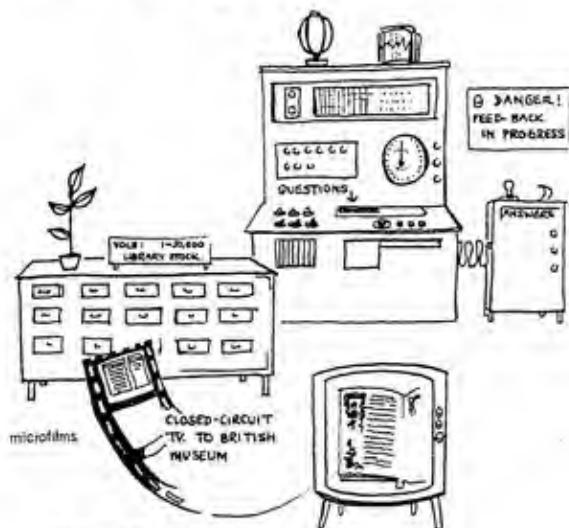
THE FUTURE AND THE PAST

"Neither the naked hands nor the understanding left to itself can effect much. It is by instruments and helps that the work is done, which are as much wanted for the understanding as for the hand."

FRANCIS BACON *Novum Organum: Aplidrisum II*



The library of yesterday



The library of tomorrow

SIX

THE FUTURE AND THE PAST

The state of libraries in this country as elsewhere, indeed the whole profession of librarianship and documentation, is far from static. It has in fact never been more dynamic, and much of what I have written may well be out of date before it is published.

I have mentioned the re-organization of the Patent Office Library as the new National Reference Library of Science and Invention under the same direction as the British Museum; I have also referred to the new National Lending Library for Science and Technology at Boston Spa. But our whole system of public libraries is under review.

The Minister of Education set up a committee in 1957 to consider "the Structure of the Public Library Service in England and Wales", and their report under that title, but more often referred to as the Roberts Committee Report (after the name of the Chairman), was published in February 1959.*

This Committee made a number of recommendations

* Command Paper 660 (H.M.S.O., 1959).

about the administration and financing of public libraries—notably that to rank as an independent library authority a non-county borough or urban district council should spend not less than *£5,000 a year on books*,* the idea being to abolish a number of very small, and therefore thought to be inefficient, library authorities.

The Roberts Committee tried to establish the desirable administration and financial provisions for an efficient library service, but little was said about what in fact constitutes a satisfactory library service. This omission has now been made good by the publication of two further government blue books, the first on "Standards of Public Library Service in England and Wales"† and the second on "Inter-Library Co-operation in England and Wales".‡

The Bourdillon Report repeats (paragraph 14) what the Roberts Report stated that "the essential function of a public library . . . is to supply to any reader, or a group of readers, the books and related material for which they ask". This material may include today gramophone records, pictures and illustrations, and films (paragraph 83). Furthermore, special provision should be made for children. Minimum standards for a basic library service are suggested, and if all the recommendations of the Committee were adopted and acted upon we should see a number of improvements in the provision of books, suitability of premises and qualities of staff during the next decade.

Nevertheless, in spite of all these reports, little attempt has been made to discover how far readers are in fact satisfied by even the best library services so far provided.

We need to find out how far readers do get all that they need from our national library system. Are they fully aware of all the potentialities at their disposal, or do they sometimes turn away dissatisfied without making their needs

* At 1958 prices.

† Ministry of Education. The Bourdillon Report (H.M.S.O., 1962).

‡ Ministry of Education. The Baker Report (H.M.S.O., 1962).

adequately known? Further, do they get the books they need when they need them? There is still plenty of scope for enquiry here, and the results of the enquiries would yield evidence, I suspect, that there is also much room for improvement.

It may well be that the authorities have not yet realized the latent demand which exists and may one day be made articulate.

Parallel to the changes which may come in administering and financing the library service are developments and improvements in the routine activities and equipment of libraries which may lead in the future to great changes in the appearance of libraries and the activities of librarians.

How far, for instance, has the trend towards automation gone in the library world?

In 1953 it was, perhaps unfairly, said that the only machine generally used in most libraries was the typewriter and perhaps the duplicating machine—unfairly because fifteen large libraries in the U.S.A. were already "using machines which record registration, circulation, etc., and print overdue notices" as early as 1951. The ordinary local public library, which should be the one with which the majority of us are most familiar, is unlikely to be fully mechanized within a generation, yet even here developments are observable in this country alone.

The purposes to be served by mechanization in the library are not wholly identical with those which govern its adoption in the home. We hope not only to save the time spent by staff on routine jobs so that more is available for reading and helping readers but also to reduce space devoted to storage of little-used material. Furthermore, it is hoped that the main purpose of all libraries—to get the right book or information to the reader who wants it—may be more quickly, completely and economically accomplished.

I want to consider these three aims and how far mechanization may help us to achieve them. Take the simplest first

—space-saving. Large libraries are found to double in size every so many years—"so many" varies between eight and twenty. The very largest libraries, such as the British Museum Library and the Library of Congress (U.S.A.), talk in millions of volumes and miles of shelving, so the problem is real enough for drastic measures to be considered. What mechanical devices are there for saving space?

First, there are shelved stacks which, running on wheels, make possible solid masses of book storage, with minimum space left for human beings. This system was made horribly vivid by Michael Innes in his thriller "Operation Pax", where the denouement takes place among juggernaut book racks in the store—it is said—of the Bodleian Library. Such equipment may well suggest to librarians that they should claim "danger money". "Dirt money" they have long been entitled to, but, so far as I know, have never claimed.

Then there are various forms of photographic micro-reproduction whereby "a million volumes (may be put) into four cubic feet". It is true that bulky machines are required before material so stored can be read, and that such reading has not yet achieved popularity. There are also developments in closed-circuit television which, combined with telephonic and photographic reception, make it possible for one copy of a rare book to be viewed miles away from the library where it is held. This sort of device, combined with centralized stores, saves shelving space in all the libraries co-operating and, therefore, in the country as a whole.

To save the time of librarians a number of routine jobs that have to some extent been mechanized are book-charging or issuing systems, the recording and analysing of statistics of library membership and use, and of book purchases, all of which are speeded up by the use of glorified cash-registers, photographic apparatus and other gadgets.

But the most fundamental changes of all may come from

the researches into the possibilities of storing and retrieving information with the use of computers.

It is unlikely that the book will soon be superseded as the medium for escape, entertainment and intellectual stimulus. Television is thought to have encouraged quite as much as it has discouraged reading for pleasure. But if machines can be taught to read, summarize and, at man's will, regurgitate technical information (and this now seems to be within the realm of practical possibility), then the information services of libraries may well be revolutionized.

We may still enter our own information centre or library with requests for information; these requests may then be sent by Telex to a central organization. Here machines will take over and will select the material relevant to our enquiry, which by television or teleprinter may then be relayed back to our local centre.

The crucial and so far unmechanical part of this operation consists of translating the enquiries into a language the machine can read and of programming the machine.

These two processes are the objects of study of machine-designers, and of the creative minds of both classification and linguistic experts. Such researches have a long genealogy illustrating a constant preoccupation of certain thinkers who find ordinary language imprecise and ambiguous and seek for as precise a language as that of the mathematicians for the communication of non-mathematical ideas.*

Some of the results of these researches are not restricted in application to those who can afford computers but are also available to anyone who can invest in simple punched cards.

Within this new realm of research diverse applications have already been made which range from filling in the gaps in the Dead Sea Scrolls; standardizing and making precise the descriptions of shards and pots found in archaeological

* One early thinker along these lines was Bishop Wilkins in "An essay towards a real character and a philosophical language", 1668.

digs so that comparisons may be made between the finds left by one civilization and those by another on the other side of the globe without an archaeologist or a pot moving from its own site; and establishing the authorship of apocryphal documents.

The range of interest thus added to a documentalist's possible activities may well attract more inventive minds to the profession: the extent of the revolution that may take place in the world of librarianship and documentation if machine experts, logicians, linguists, classification experts and experienced librarians combine their efforts can only be guessed at, and not even guessed at by those who still think in terms of the librarian as a crusty custodian. The profession today thinks less in terms of books in chains and documents in custody than of the active liberation and circulation of information as the intellectual life-blood of the community.

New administrative plans and inventive techniques are accompanied by the creation of more and more new libraries. Expansion of educational provision inevitably demands new and expanded libraries. Keele, Brighton* and Norwich already have rapidly growing new university libraries whose librarians face exacting challenges. Rapid growth to keep up with the influx of students and the varied syllabuses means that all wasteful routines must be ruthlessly cut and every process streamlined for maximum efficiency. More new universities are on the way, offering opportunities which rarely come to a profession.

After the new universities come the colleges of advanced technology and the training colleges, each with their own library problems. And here librarians have the opportunity to create their own new traditions: they are literally making a new chapter in the history of librarianship. Many of them are filled with enthusiasm, bursting with ideas and set their

* See articles by Cox and Stewart in book list at the end of Chapter Seven.

sights high. As one technical college librarian has said, "A good library, with competent staff, and time and encouragement for the student to use it, is not the only but a very effective way of increasing the college output of human beings at the expense of the number of imitation men in grey flannel suits or white lab coats."*

In the field of industry likewise there are immense possibilities for expansion. Although many large industrial and commercial enterprises have long been convinced of the value of efficient information services, there are still those who have yet to be persuaded. Among smaller firms, and there are thought to be in this country alone more than 6,000 firms each employing less than 100 people, often no competent information service is provided. As competition gets fiercer and the Common Market looms more menacingly many of these organizations may well decide to take the advice offered to them in a pamphlet published by the Organization for Economic Co-operation and Development (OECD) entitled "Does your firm need its own information service?"; to which the answer given is "Yes".

From underdeveloped firms turn to underdeveloped countries: the situation is similar. There have been rapid developments in the last twenty years as each newly independent country sets about establishing nation-wide library services. Here again new thinking for new conditions and for large newly literate communities is needed. No more exciting and taxing opportunities could be imagined.

Having taken this brief preview into the future, we might complete the picture with a glance back at the past.

To me history is not so much a subject in its own right as a way of looking at other subjects, and within the bounds of librarianship several different histories might be written.

Of these, of course, the most interesting is the intellectual history illustrated in the preservation by libraries of the

* A. C. Bubb. *The late developers in The Library World*, vol. LXIV, no. 750, December 1962, p. 150.

records of art and civilization; second, perhaps, is the social history illustrated in this country by the growth of our public library service; and third a branch of the professional history illustrated by different classification systems that have been developed by man in his attempt to organize knowledge.

The first of these histories would carry us far beyond the confines of this book: it is indeed the history of civilization itself. Every year archaeologists add to our knowledge as they find evidence of hitherto unknown collections of tablets, inscribed stones and parchments. Fortunately these treasures usually find their way eventually to the world's great museums and libraries, and thus in the British Museum, the Library of Congress, Washington, the Bibliothèque Nationale, Paris, and many other great museums and libraries are incorporated the contents of hundreds of earlier libraries.

In these repositories of history the scholars of the future meet the scholars of past ages: if the meetings are fruitful, from them may spring new hypotheses to be tested and thus, little by little, the frontiers of knowledge are extended. At the same time, in the field of pure literature, sparks from the minds of long-dead authors may fire the imagination of young writers who re-interpret for readers of today some earlier poet's understanding of man and his place in the scheme of things.

The second history of librarianship—what I have called its social history—describes how these records of the past from being the prerogative of the favoured few were made available to us all. Just as the idea that a citizen has a right to security, health and a livelihood has developed into the present "welfare state", so the idea that man also needs sustenance for his mind has developed into the intellectual welfare state in which the public-library system plays an important role.

When each book produced had to be copied laboriously by hand so that each was an individual work of art in its own right, apart from the intellectual value and rarity of its

contents, it was not surprising that books were chained and access to them strictly guarded.

The invention of printing, as we know, changed all this, but although the technical revolution proceeded rapidly, the social implications were less rapidly understood. It is only in the last hundred years or so that the substantial changes took place thanks, as usual, to the initiative and drive of a number of progressive individuals.

In the 1840s a young man, Edward Edwards, who had worked for some years in the British Museum began campaigning for a new system of public libraries in this country. He became friendly with William Ewart, a Member of Parliament who joined in his campaign, and caused the House of Commons to set up a special committee—a committee which is the direct ancestor of those mentioned at the opening of this chapter. As a result of its report the Public Libraries Act was passed in 1850, which permitted towns to provide from public money library buildings and staff but not books. These latter it was hoped would be provided by gifts, and five years were to pass before public money could be used for book purchase.

By the beginning of the twentieth century it was thought that about 80% of people who lived in towns were well provided for, but that less than 5% of those who lived in country districts enjoyed reasonable library provision.

In 1919 a further Public Libraries Act was passed, and this extended to County Councils the right to finance libraries from public money for adequate provision of books to rural areas.

Unfortunately permitting authorities to spend money on books and libraries does not ensure that they will do so: in 1942, when Lionel McColvin, then the librarian of the Westminster Public Libraries, published his report on "The Public Library System of Great Britain" there were still 350,000 people living in districts where there were no public libraries.

This state of affairs has largely been remedied: what we have still to ensure is that public libraries are not merely there, but are efficient and encouraging in their service to readers.

The third history on which I want to say a few words is that which deals with man's attempt to systematize his knowledge. This need to impose a pattern on experience and to organize one's possessions and ideas into logical groups seems to be inherent in man. Library classification is, as we have seen, one example of this activity. The varieties of arrangement used in libraries have been developed from different initial lines of thought. Some have been based on the philosopher/scientists' attempts to organize knowledge. In this line of descent are Aristotle, Bacon and in our day Bliss. Their theories differ, but their approaches to the problem had much in common.

Bacon thought History (in which he included Natural History) based on memory should come first; next Poesy or literature, based on the imagination; and finally, Philosophy, based on reason, in which he included all the sciences, natural, biological and sociological.

Reverse this and you have something very like the main order of the Dewey Classification* used in so many libraries today.

The second line in the history of classification links those who first approached the problem, not from a theoretical point of view but from a practical need to arrange large collections of books on shelves. In this hierarchy we find Callimachus (who in 250 B.C. designed a scheme for the arrangement of the Library of Alexandria), the booksellers of Paris in the seventeenth and eighteenth centuries, culminating in the system devised by Brunet in 1809; and in our day the Library of Congress Classification.

Finally, there are those who have approached the problem from the point of view of conceptual and linguistic

* See pp. 52-54.

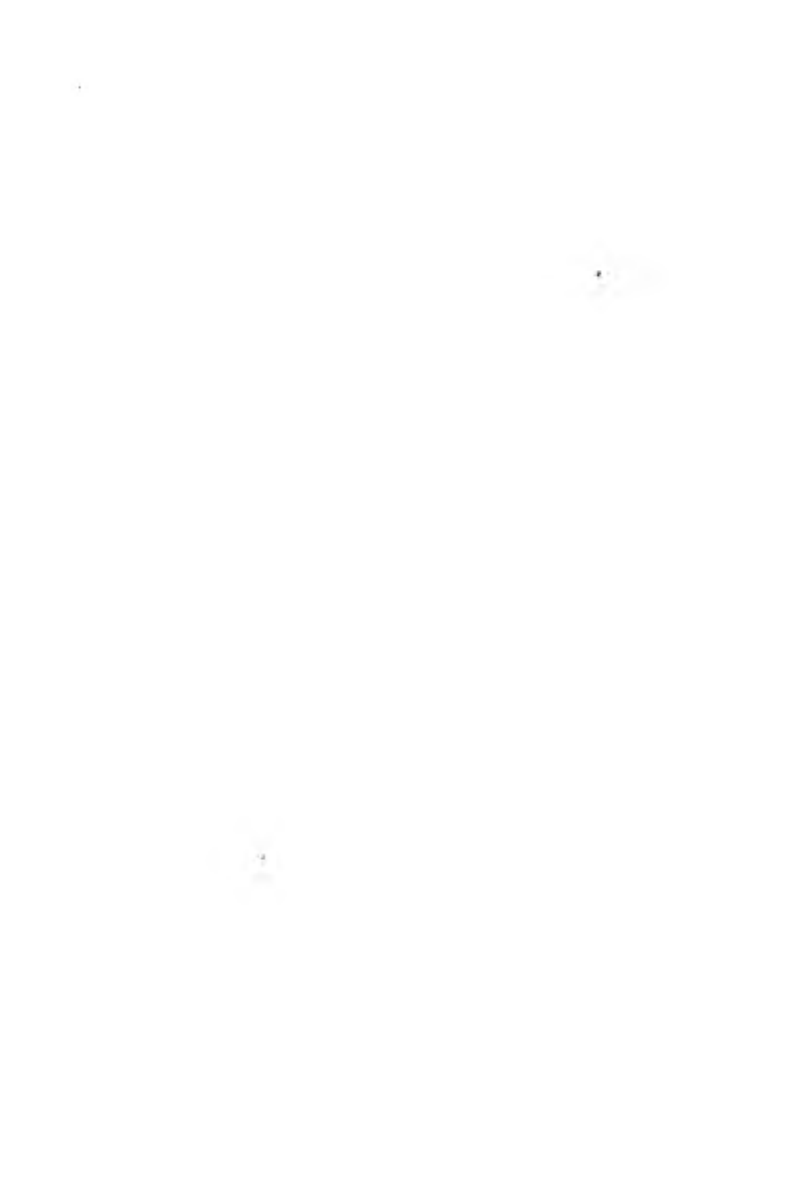
analysis. In this line we find Bishop Wilkins, Roget (of the famous *Thesaurus*) and in our day any number of names whose places in the Pantheon have yet to be established.

Today history is still being made, and contributions from all these tributaries are coming together. In the near future a new synthesis may lead to classifications that combine the best features from all the earlier schools of thought.

In all these three, and the many other facets of library history altogether omitted from this short book, the most interesting fact is that the past is continually reaching out into the future through the activities of those who live in the present.

BOOK LIST

- Freeing the mind: articles and letter from the Times Literary Supplement (Times Publishing Co., June 1962).
- BLISS, H. EVELYN. The organization of knowledge and the system of the sciences (N.Y.: Holt, 1929).
- RYE, REGINALD ARTHUR. The student's guide to the libraries of London . . . (U.L.P., 1928) (especially Chapter I, Historical introduction).
- SAYERS, W. C. BERWICK. A manual of classification for librarians and bibliographers (Grafton, 1955).
- THORNTON, John L. The chronology of librarianship: an introduction to the history of libraries and book-collecting (Grafton, 1941).



SEVEN

BOOK SELECTION

"If a book is worth reading, it is worth buying."

JOHN RUSKIN *Sesame and Lilies*

SEVEN

BOOK SELECTION

The essential task of the librarian in any library is to provide the reader with the books or the information he wants.

To do this a librarian cannot always wait for precise requirements to be expressed, but must plan for a balanced stock likely to satisfy the demands which may be made and the unspoken needs of his readers.

These "needs" are now quite generously interpreted. In the early days public libraries were often thought of as philanthropic institutions for raising the standard of education of the "masses", and the librarian, interpreting his vocation somewhat narrowly, excluded light literature almost entirely from his stock. Later, in the belief that a reader once lured into the library would remain and be infected with a love of knowledge, a more generous supply of recreative literature was provided. Today the question how far public libraries should cater for all the actual and potential needs of all readers is still warmly debated. Special and University libraries have perhaps clearer terms of reference, but even here there is scope for controversy.

Having decided the general policy of book selection for his library, the librarian must implement it. The degree of success he achieves will depend on his methods and sources of selection and his knowledge of his readers' interests.

In a general public library the claims, not only of a central library with departments for reference and study, for children and for local history and music, but also of branch libraries, each with lending and other departments—all must be considered.

The latest trends in all spheres of interest, including fiction, will be reflected in the stock of the lending department no less than traditional and accepted ideas. The smallest reference library must hold a good collection of dictionaries, directories, encyclopaedias, atlases and general works, together with more specialized works chosen with relevance to the area which the library serves. "Ryland's coal, iron and steel trades directory", for example, will be found in the libraries of Leeds, but perhaps not in Ipswich.

The supply of inaccurate information being often worse than no information at all, it is of first importance that up-to-date editions of reference works be provided; even so only a foolhardy librarian will jettison old editions automatically on buying the new. Some out-of-date encyclopaedias are valued for articles of lasting and historic worth which may be supplemented but not superseded.

Children's libraries must cater for different age-groups, for the backward and for the precocious, and so the lively minded children's librarian will watch the topical crazes of her clients in order to keep abreast of their interests. Keeping up with the Jones's may be difficult, keeping up with the Jones's children is usually harder.

How, one may ask, does the librarian select from the 25,000 books published in this country each year—to say nothing of the rest of Europe, the U.S.A. and elsewhere—those which will best cater for these diverse needs?

Even in the eighteenth century a scholar aspiring to

universal knowledge would have failed to choose successfully, by the use of his own unaided judgement, for such a library, and today no librarian would attempt to do so. He and his staff together have a number of tools to help them in what otherwise would become a superhuman task; and some of these tools I will now briefly describe.

For the general librarian, the most useful publication, indicating all books published in the United Kingdom, is the "British national bibliography", which first started publication in 1950. It is published every week and cumulated at three-monthly, nine-monthly and yearly intervals, so that retrospective selection is made possible. It lists all books published and deposited according to the Copyright laws at the British Museum, under subject headings arranged according to a slightly modified version of the Dewey Classification. At the end of each month a cumulated index is included in the latest issue. Librarians can therefore make weekly selections and search for works on specific subjects as they are asked for.

For American books, the librarian will use the monthly "Cumulative book index", a near equivalent to the "British national bibliography", which lists every book in the English language under author, title and subject. This work has been in existence since 1928 and has six-monthly, yearly, two-yearly and five-yearly cumulations.

When the librarian seeks information on titles of forthcoming books, he may study the weekly *Bookseller* which, primarily destined for the book trade, gives weekly lists of forthcoming and newly published books. The equivalent of this work in the United States is the *Publishers' Weekly*.

From these works alone, however, will be found no more information on a particular book than its author, title, date of publication, publisher, edition, price, and, in the case of the "British national bibliography" and the "Cumulative book index", its approximate subject matter. If a librarian is to discover whether it is worth adding to his library he

must consult further sources of information, for often there is no way of telling from the title of a book whether it is a serious work dealing with the subject exhaustively, a simple manual or a humorous treatment. The librarian can, of course, look up the book in the publisher's catalogue, where he will find a description of the work in question. Most publishers produce catalogues free of charge at quarterly intervals, giving résumés of the subjects of books published by them, but the librarian will not expect a publisher to be very critical of a book which he is doing his utmost to sell, and for a less biased opinion of a particular work he will turn to reviews in reputable journals, such as *The Times Literary Supplement*, to authoritative book lists and, finally, to his own knowledge of books and their publishers.

Another useful general work for helping the librarian to select British books is the monthly journal, *British Book News*, produced by the British Council, which classifies a considerable selection of recent books, giving authoritative critical annotations of each made by subject experts. There is also included a useful list of forthcoming titles.

Similar publications but somewhat less critical are *The Bookman*, a monthly review of books selected by the Book Society, and *Books of the Month* (New Strand Co.), which also includes a classified list of forthcoming books.

A common method of selecting books, when the librarian has a large number of different types of libraries under his care, is to hold regular meetings of the assistant librarians with the chief librarian for the purpose. Each librarian will have read reviews in the leading Sunday, daily and weekly journals and in specialized periodicals according to his own subject interests. Such a meeting might run on the following lines:

The Reference Librarian may suggest that, since there has been an influx of Swiss nurses employed by the local hospital, some newer up-to-date German-English dictionaries should be bought. There are a number mentioned

in C. M. Winchell's "Guide to reference books" (American Library Association, 7th ed. 1951), and a description of all the well-known German dictionaries in R. L. Collison's "Dictionaries of foreign languages" (Hafner, 1955). Both these works mention Muret, E., and Sanders, D. "Enzyklopädisches englisch-deutsches und deutsch-englisches Wörterbuch" (Langenscheidt, 1910 (abridged)), but perhaps there has been a more recent edition of this work, not mentioned in either of these two guides: there has. It is described in "Guide to reference material", by A. J. Walford and L. M. Payne (published by the Library Association in 1959). This later edition (1944), however, is very expensive, and rather too scholarly for the average reader. It is also in two volumes and very heavy to handle. A decision may therefore be made to purchase either the most recent edition (1957) of Cassell's new English and German dictionary, mentioned in the "Guide to reference material", or the Penguin English-German dictionary.

The Chief Librarian follows this with the thought that perhaps now is the time to add more foreign novels to the library, both in the original and also in translation. It seems that there have been requests for such translations from some of the nurses. As it is not essential that these should be up-to-date, a good all-round selection may be chosen from the National Book League book list "European classics in translation". The current annual volume of Unesco's "Index translationum" may also be consulted. In the major reference libraries in this country the national bibliographies of other European countries may also be used for selection of foreign literature.

The final selection from the suggestions offered will include individual titles requested by the readers themselves.

The Children's Librarian calls attention to a sudden demand among her readers for historical fiction—largely in the eleven to fourteen age group. She thinks that this has been inspired by a particularly gruesome play on television,

dealing with the murder of the princes in the Tower; she has found that her stock of this type of book is very inadequate to meet the demands of her increasingly critical public. It is agreed to increase her stock, and so she will consult Charlton, Kenneth, "Recent historical fiction for secondary school children" (Historical Association, 1960); possibly also Helen Cam's "Historical novels" (Historical Association, 1961), and the Reader's Guide "Historical fiction", by Alfred Duggan (National Book League, 1957), though the latter is primarily intended for adults. "Story biographies" (National Book League, 1961), and "Four to fourteen", by Kathleen Lines (Cambridge University Press for the National Book League), a solid work giving detailed annotations to a large number of children's books, including classic works and modern books, listed under subject and age group will also be valuable to the Children's Librarian,* as will the Library Association series "Books for Young People".

Some books are easily chosen—the translation of an outstanding Swedish children's book called "Rasmus and the vagabond", by Astrid Lindgren (Methuen, 1961) was reviewed favourably in the *Junior Bookshelf* which appears six times a year, and reviews children's books, and in *The Times Literary Supplement Children's Book Supplement* (an annual inclusion in *The Times Literary Supplement*). It has also been mentioned in the current National Book League's "Books for children" and in the National Book League's "School library catalogue". The American edition has also been favourably considered in the journal *The Horn Book*. After such unanimous praise, more than one copy might be bought.

After the Children's Librarian the Branch Librarian of a new housing estate says that he has had numerous requests for "Romance for Susan", the latest romantic novel springing from the prolific Mrs. Jane Smith. There is a chorus of

* Supplements to "Four to fourteen" are published by the National Book League annually, under the title "Books for children".

recognition from several of the other Branch Librarians, many of whom have had identical requests from their readers. How many copies should be bought of such a book which will probably not be in great demand for more than a few months, but will be very popular during that period? Each library may well decide to answer this question in its own way: there is no "right" or "wrong" decision.

Another Branch Librarian states that having "Paperbacks in print", a list published by J. Whitaker, roughly every six months, on show in the library has encouraged a number of readers to start collecting paperbacks for themselves of books they have enjoyed from the library: it is agreed that all libraries should display copies. He also puts in a request to be able to bring the section on electrical engineering up-to-date. He has looked at the latest issues of the monthly *Aslib Book List* and the *Technical Book Review*. The former gives annotated titles of recent scientific books of all types, and the latter reviews recent technical books, foreign as well as English. *British Book News*, already described, has also reviewed several of the books that he was thinking of purchasing; and, in order to increase his stock of standard works, he may well turn to Aslib's "Select list of standard British scientific and technical books" (5th edition, 1957). Less technical books are included in the National Book League's list "Science for all" (1958); and a very comprehensive but not critical list, "Catalogue of Lewis's medical, scientific and technical lending library", was published by H. K. Lewis in 1957.

The spring weather having started, a considerable demand for books on amateur gardening from readers on a large suburban estate has been received at one branch. It is thought that a subscription to a gardening journal would be very welcome. Forty-four such journals are listed under the heading "horticulture" in "Willing's press guide", an annual directory of British periodicals; the two selected from the main part of the list are *The Amateur Gardener* and

The Gardener. These have non-specialist titles, are fairly cheap, and sample copies of each confirm that they are exactly what is wanted. Their prices, publishers and frequency of publication are shown in the main entries in "Willing's press guide".

It is thought worthwhile for this Branch to build up a good collection of books on gardening, for which there is likely to be a steady demand. The Chief Librarian suggests that the Branch Librarian should make a selection from the list of books on "Gardening", published by the County Libraries Section of the Library Association, in its series of Reader's Guides. This series contains about sixty different bibliographical guides on such diverse subjects as architecture, jazz and the care of pets. The National Book League also produces a series of Reader's Guides on a wide variety of subjects, each of them selected and annotated by a well-known authority on the subject concerned. These include "Economics", by R. L. Smyth, "Space Exploration", by Patrick Moore, "The Elements of Christianity", by P. V. A. Demant, and "Music and Musicians", by Alec Robertson.

The Music Librarian might use this latter list, and for him there is also a large number of specialist bibliographies and professional journals, giving detailed reviews. His main tool will be the "British catalogue of music", a companion work to the "British national bibliography", published annually with three interim issues since 1957.

In the Central Library, says the Chief Librarian, there has been a request from a local youth leader for a copy of the Albemarle Report on the Youth Service.* Government publications are not all listed in the "British national bibliography" or *The Bookseller*, and the main source of information for this material is found in the current bibliographies issued by Her Majesty's Stationery Office. There is a "Daily list of government publications", a "Consolidated monthly list" and an annual "Consolidated list". The two

* 1960 H.M.S.O. (Cmd. 929).

latter lists have indexes of subjects and names. There are various other bibliographies listing either or both parliamentary and non-parliamentary papers, including material produced by the various government departments, but the lists already mentioned are the ones most frequently used in the average non-specialist library.

It is impossible for the librarian always to know where he will find information on books on any and every subject. He will be familiar with most of the sources already discussed, but suppose that he wishes to build up from scratch a collection of books on Ancient Egypt.

He knows that, in all probability, somewhere, by someone, there will exist at least one, if not more bibliographies on this subject, giving details of large numbers of publications, which may have been published over a long period. In such a case he might consult one or more of the following "bibliographies of bibliographies": Besterman, Theodore, "A world bibliography of bibliographies" (3rd edition. Oxford University Press, 1954-1956); Walford, A. J., and Payne, L. M., "Guide to reference material" (Library Association, 1959); and the American C. M. Winchell's "Guide to reference books".

His main source of reference to newly published bibliographies would be the "Bibliographic index", which is published by H. W. Wilson (New York) every six months and has been published and cumulated at regular intervals since 1938.

Library catalogues which list books by subject are also very useful guides. The subject catalogues of such large libraries as the Library of Congress, the British Museum and the London Library are probably those most frequently used, although, if you were looking for a list of books on a medical subject, you would choose perhaps the catalogue of the Royal Society of Medicine.

Similarly, if the librarian were building up a collection of the works of one particular author he could use the author

catalogue of one of these libraries. He would also consult the "Cambridge bibliography of English literature" (Cambridge University Press, 1940), which lists not only all the known works, with the date of first publication, of all the main writers of English literature but also all the best-known bibliographies of these writers.

He might supplement information thus gained with up-to-date details of recent publications taken from "The year's work in English studies", published annually by the English Association.

Apart from the limitations of money and of space imposed upon the librarian, he is controlled also in his selection of books by the necessity of maintaining a "balanced" collection of works. It is usually accepted that a wide range of subjects should be covered on the principle that people's interests are not always explicit, and that a good book on a subject hitherto ignored may actually arouse interest in a potential reader. On the other hand, it is not always advisable to buy an expensive abstruse book to satisfy only one or two readers. Such a book may very probably be borrowed from another library specializing in the subject, either through the National Central Library or, if known to be held locally, through the Regional Lending Scheme.

There is, in fact, an arrangement made between the libraries of metropolitan London, and similar ones in other regions, by which each of them specializes in one or two subjects not covered extensively by the others. This scheme is designed to help librarians to satisfy demands for books of limited popularity, but nevertheless important within their own subject field. If someone in Camberwell wants to borrow a book on cabinet-making which is not in his own local library his librarian can obtain the book from Bethnal Green or Shoreditch, each of which is building up a collection of books on this subject. The necessary information on the various collections held by different libraries is given in the "Aslib directory: a guide to sources of specialised in-

formation in Great Britain and Ireland", edited by Miriam Alman (Aslib, 1957).

There is a similar scheme of specialization, which is rather more widespread, among university libraries, each of which has undertaken to build up a collection of books printed during a particular historical period.

The University Librarian has his own special problems throughout the whole field of library practice, and nowhere more so than in book selection. He has perhaps a more continuously omnivorous body of readers than the public librarian and is constantly weighing the claims of one faculty against another and of one professor against another.

Even so, he will find it wrong to assume that lecturers and professors necessarily know the whole literature of their subjects better than he does himself. Each of them may have his prejudices, his blind spots or his obsessions: it is the librarian's job to hold the balance between them, and he often works to this end through an elected committee.

One of his most obvious sources of book selection is therefore the staff of the university. He will nevertheless not ignore the bibliographical tools already described and will indeed use regularly many others that may be only rarely consulted in the less academic libraries.

Furthermore, when published bibliographies fail him he will call on his library colleagues, whether in other universities or in special libraries up and down the country. For in the library profession knowledge no less than books is widely shared, and "no man is an island".

This sharing of books and knowledge is of crucial importance today to the librarians of newly established technical colleges and universities, who are faced with the challenging but difficult task of gathering together in short periods of time large libraries such as their colleagues have collected over centuries.

BOOK LIST

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- STEWART, S. O. "The Library at Keele" in *Books*, No. 339, January-February 1962.
- WALFORD, A. J. Guide to reference material. (Library Association, 1959. Supplement 1962).

EIGHT

A PERSONAL LIBRARY

"A man should keep his little brain attic stocked with all the furniture that he is likely to use, and the rest he can put away in the lumber-room of his library, where he can get it if he wants it."

SIR ARTHUR CONAN DOYLE *Five Orange Pips*

There is no situation in which
having read a book might not
proog helpful



EIGHT

A PERSONAL LIBRARY

A personal library often begins to grow for two reasons: the first is your decision that the book you have just read is worth acquiring or keeping because you are sure that you will want to read it again and perhaps lend it to your friends (though by this latter habit your library may diminish rather than grow); the second reason is that you want to have at your immediate command the answers to or explanations of the multifarious problems that crop up from day to day as you read the papers, listen to the radio, watch the television and go about your daily affairs. There may, of course, be other reasons for buying numbers of books, you may think a room unfurnished without books or wish to impress your neighbours; but books collected for such reasons do not merit the title "library". A library is, as I said at the beginning, a collection of books organized for use.

If a library is built up for both the reasons I have suggested it will naturally divide into two parts: that which is intended for general background information and that

which mirrors your own particular taste in literature and interest in certain subjects.

The general information collection may be consciously planned, and it is possible to compile exemplary lists to form the nucleus of such libraries, the object being to cover a wide field of knowledge. The more personal collection is less likely to be planned, and will in time be more intensive on a particular subject than any general list could illustrate.

I hope here to suggest some useful books for every wide-awake household and to indicate how more specialized tastes may be provided for.

About a year ago I took part in discussions among some members of the staff of the National Book League in which our purpose was to compile a list of about 250 books for a typical middlebrow family. As with all co-operative attempts of this sort, no individual was satisfied with the final compromise list, but it makes as good a starting place as any and, with the permission of the Editor of *Books*, where it first appeared, here it is: †

Philosophy and Religion

**The Holy Bible*, authorized version, including Apocrypha (Eyre & Spottiswoode 1961); and New Testament *New English Bible* (O.U.P. and C.U.P.).

**Book of Common Prayer*

Attwater, Donald, comp., *A Dictionary of Saints* (Burns & Oates, 1958).

Bouquet, A. C., *Comparative Religions*, New Edn. (Penguin, 1956); or Stedman, A. R., *Living Religions* (Bell, 1959).

*Frazer, Sir J. G., *The Golden Bough*, Abridged (Macmillan, St. Martin's Library).

*Russell, Bertrand (1st Earl Russell), *A History of Western Philosophy* (Allen & Unwin, 1946).

Tyrrell, G. M., *The Personality of Man* (Penguin, 1946).

† *Books*, July–August 1962, No. 342, pp. 153–60, prices have been omitted because they so rapidly become out of date.

* See p. 117

Current Affairs and Social Questions

- Butler, D. E., and Rose, R., *The British General Election of 1959* (Macmillan 1960).
- Fulford, Roger, *The Liberal Case* (Penguin, 1959).
- Hailsham, Viscount, *The Conservative Case* (Penguin, 1959).
- Hempstone, S., *The New Africa* (Faber, 1961).
- *Hoggart, Richard, *The Uses of Literacy* (Chatto & Windus, 1957; Penguin, 1958).
- Jenkins, Roy, *The Labour Case* (Penguin, 1959).
- *Jennings, Sir Ivor, *The British Constitution*, 3rd edn. (C.U.P. 1950).
- Miller, J. D. B., *The Commonwealth in the World* (Duckworth, 1958).
- Shanks, Michael, *The Stagnant Society: a warning* (Penguin Special, 1961).
- Wallace Carlton, ed., *The Home Lawyer's Pocket Book* (Evans, 1955).
- *Weldon, T. D., *The Vocabulary of Politics* (Penguin, 1953).
- Williams, Gertrude, *Economics of Everyday Life*, rev. edn. (Penguin, 1953).
- *Woolf, V., *A Room of One's Own* (Hogarth Press, 1929).

Science

- Andrade, E. N. da C., *An Approach to Modern Physics*, 2nd edn. (Bell, 1960).
- Barnett, Anthony, *The Human Species* (MacGibbon & Kee; Penguin).
- *Beveridge, W. I. B., *The Art of Scientific Investigation*, 3rd edn. (Heinemann, 1957).
- Brodrick, A. H., *Man and His Ancestry* (Hutchinson, 1960).
- Carrington, Richard, *A Guide to Earth History* (Chatto & Windus; Penguin).
- **Concise Dictionary of Science* (Peter Owen, 1958).
- Cowan, R. C., *Frontiers of the Sea* (Gollancz, 1960).
- *Darwin, Charles, *On the Origin of Species* (Dent (EL); O.U.P. (WC)).
- *Guilbaud, G. T., *What Is Cybernetics?* (Heinemann, 1959).
- *Hoyle, Fred, *The Nature of the Universe*, 2nd edn. rev. (Blackwell, 1960).
- Kaiser, H. K., *Rockets and Space Flight* (Faber, 1961).

- Leakey, L. S. B., *Adam's Ancestors*, 4th edn. (Methuen, 1953).
Moore, Patrick, *The Amateur Astronomer* (Lutterworth Press, 1957).
Pyke, Magnus, *About Chemistry* (Oliver & Boyd, 1959).
*Singer, Charles, *A Short History of Scientific Ideas to 1900* (O.U.P., 1959).

Natural History

- Attenborough, David, *Zoo, Quest for a Dragon* (Lutterworth Press, 1957).
Bourlière, F., *The Natural History of Mammals* (Harrap, 1955).
Christian, Garth, *Down the Long Wind* (Newnes, 1961).
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Durrell, Gerald, *The Overloaded Ark* (Faber, 1953).
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*Hutchinson, John, *British Wild Flowers*, 2 vols. (Penguin, 1945).
*McClintock, David, and Fitter, R. S. R., *Wild Flowers* (Collins (Pocket Guides), 1956).
Moorehead, Alan, *No Room in the Ark* (Hamish Hamilton, 1959).
Pycraft, W. P., ed., *The Standard Natural History: from amoeba to man*, rev. edn. (Warne, 1950).
*Step, E., *Wayside and Woodland Trees*, New edn. (Warne, 1940).
Williams, J. H., *Elephant Bill* (Hart-Davis, 1950).

Useful Arts and Housekeeping

- *Mrs. Beeton's *Cookery and Household Management*, rev. edn. (Ward Lock, 1960).
*Good Housekeeping Institute. *Good Housekeeping Cookery Book*, rev. edn. (National Magazine Co., 1960).
Handbook of First Aid and Bandaging, 4th edn. (Bailliere, Tindall & Cox, 1955).
*Matthew, W. P., *Home Maintenance* (Pitman).
*Nilson, B., *The Penguin Cookery Book* (Penguin, 1959).
*Robinson, William, *The English Flower Garden*, 16th edn. (Murray, 1944).
Simon, Andre L., *Bibliotheca Gastronomica* (Wine and Food Society, 1953).

Arts

- *Betjeman, John, *Guide to the English Parish Churches* (Collins, 1958).
*Clark, Sir Kenneth, *Landscape into Art* (Murray; Penguin).
Fry, Roger, *Vision and Design* (Chatto & Windus; Penguin).
*Gombrich, E. H., *The Story of Art* (Phaidon Press, 1950).
*Murray, Peter, and Murray, Linda, *A Dictionary of Art and Artists* (Penguin, 1959).
*Pevsner, Nikolaus, *An Outline of European Architecture* (Penguin, 1959); *The Buildings of England* (London, 2 vols., Penguin).
Ware, D., and Beatty, B., *A Short Dictionary of Architecture*, 3rd edn. (Allen & Unwin, 1953).

Music

- Bacharach, A. L., ed., *The New Musical Companion* (Gollancz, 1957).
**Concise Oxford Dictionary of Music*, ed. by P. Scholes (O.U.P., 1952).
Young, P. M., *Carols for the Twelve Days of Christmas* (Dobson, 1952).

Pastimes

- Cardus, Neville, *Days in the Sun* (Hart-Davis, 1948).
Davis, J., *How I Play Snooker*, rev. edn. (Country Life, 1956).
Hoyle, E., *Games Modernised* (Routledge, 1950).
Official Rules of Sports and Games, 1961-62. Annual (Kaye, 1961).
Pelmear, K., and Morpurgo, J. E., *Rugby Football* (Allen & Unwin, 1958).
Ross, Alan, ed., *The Cricketer's Companion* (Eyre & Spottiswoode, 1960).
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Prose and Criticism

- *Bacon, Francis, *Essays*. Various publishers.
*Harvey, Sir P., *Oxford Companion to English Literature*, 3rd edn. (O.U.P., 1946).
*Keats, John, *Letters* (O.U.P. and other publishers).
*Lamb, Charles, *Essays of Elia*. Various publishers.
*Legouis, E., and Cazamian, L., *A History of English Literature*, rev. edn. (Dent, 1926).

- Malory, Sir Thomas, *Le Morte d'Arthur*, 2 vols. (Dent (E.L.)).
 Reeves, James, ed., *Great English Essays* (Cassell, 1961).
 Walpole, Horace, *Selected Letters* (Dent (E.L.)).
 *Woolf, Virginia, *The Common Reader*, 2 vols. (Hogarth Press, 1925-32).

Anthologies of Verse

- *Auden, W. H., and Pearson, N. H., eds., *Poets of the English Language*, 5 vols. (Eyre & Spottiswoode, 1952).
 *Cohen, J. M., ed., *The Penguin Book of Comic and Curious Verse* (Penguin, 1952).
 *de la Mare, Walter, *Come Hither*, New edn. (Constable, 1960).
 *Opie, P., *Dictionary of Nursery Rhymes* (O.U.P., 1951).
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 *Browning, Robert, *Complete Poetical Works* (Murray).
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- *Sitwell, Dame Edith, *Collected Poems* (Macmillan, 1957).
- *Tennyson, Alfred Lord, *Complete Works* (O.U.P. (Standard Authors)).
- *Thomas, Dylan, *Collected Poems* (Dent, 1952).
- *Wordsworth, William, *Poems*, ed. H. Darbishire (O.U.P., 1952).
- *Yeats, William Butler, *Collected Poems*, 2nd edn. (Macmillan, 1950).

Plays

- *Dante Alighieri, *The Divine Comedy*. Various translators and publishers, inc. Penguin, 3 vols.
- *Eliot, T. S., *Murder in the Cathedral*, 4th edn. (Faber, 1938).
- *Gilbert, W. S., *The Savoy Operas*, 2 vols. (Macmillan, 1957).
- Ibsen, H., *Plays*, Volume 6: *An Enemy of the People*; *The Wild Duck*; *Rosmersholm*, trans. James W. McFarlane (O.U.P., 1960).
- Lucas, F. L., *Greek Drama for Everyman* (Dent (E.L.), 1954).
- Modern Plays* (Sheriff, Coward, Milne, Bennett and Knoblock) (Dent (E.L.), 1956).
- **New English Dramatists*, 2 vols. (Penguin, 1959, 1960).
- **Restoration Plays* (Dent (E.L.)).
- *Shakespeare, W., *Complete Works*, 3 vols. (O.U.P. (Standard Authors), or Dent (E.L.)).
- *Shaw, G. B., *Man and Superman* (Constable, 1931); *Plays Unpleasant* (Constable, 1931); *St. Joan* (Penguin, 1946).
- *Sheridan, R. B., *Dramatic Works* (O.U.P. (W.C.)).
- Synge, J. M., *Plays, Poems and Prose* (Dent (E.L.)).
- *Thomas, Dylan, *Under Milk Wood* (Dent, 1954).

Travel

- *Boswell, James, *A Tour to the Hebrides* (Macdonald).
- Cousteau, J., *The Silent World* (Hamish Hamilton, 1953).
- Durrell, Lawrence, *Reflections on a Marine Venus* (Faber, 1953).
- *Fermor, Patrick Leigh, *The Traveller's Tree* (Murray; Grey Arrow).
- Greene, Graham, *Journey Without Maps* (Heinemann, 1936).
- Grimble, Sir Arthur, *A Pattern of Islands* (Murray, 1952).

- Howard, C., ed., *West African Explorers* (O.U.P. (W.C.), 1951).
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 Stark, Freya, *East is West* (Murray, 1945).
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- **Chambers's Biographical Dictionary*, 2nd edn. (W. & R. Chambers, 1961).
 Sitwell, Dame Edith, *The English Eccentrics*, rev. edn. (Dobson, 1958; Arrow Books, 1960).
 Strachey, Lytton, *Eminent Victorians* (Chatto & Windus; Collins).

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- Ashby, M. K., *Joseph Ashby of Tysoe 1859-1919* (C.U.P., 1961).
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 *Boswell, James, *The Life of Samuel Johnson*. Various editions and publishers, inc. O.U.P. (Standard Authors).
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 *Gosse, Edmund, *Father and Son* (Heinemann; Four Square Books).
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- Magnus, Sir Philip, *Gladstone* (Murray, 1954).
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History

- *Bindoff, S. T., *Tudor England* (Penguin (Pelican History of England), 1950).
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 *Fisher, H. A. L., *A History of Europe, 1713-1937* (Eyre & Spottiswoode, 1935, 2 vols.; Fontana, 2 vols.; E. Arnold, 1 vol.).
 *Gibbon, Edward, *Decline and Fall of the Roman Empire*. Abr. by D. M. Low (Chatto & Windus, 1960).
 Gunther, John, *Inside Africa* (Hamish Hamilton, 1955).
 *Huizinga, J., *The Waning of the Middle Ages* (E. Arnold; Penguin).
 Jennings, Sir Ivor, *The British Commonwealth of Nations* (Hutchinson (University Library), 1948).

- Latourette, Kenneth Scott, *A History of Modern China* (Penguin, 1956).
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- Pares, Sir B., *History of Russia*, rev. edn. (Cape, 1955).
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- Richmond, I., *Roman Britain* (Penguin (Pelican History of England), 1955).
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- *Southern, R. W., *The Making of the Middle Ages* (Grey Arrow, 1959).
- Stenton, D., *English Society in the Early Middle Ages* (Penguin (Pelican History of England), 1951).
- *Toynbee, Arnold, *A Study of History* (vols. 1 to 10 abr. by D. C. Somervell) (O.U.P., 1960).
- Trevelyan, G. M., *History of England*, 3rd edn. (Longmans, 1945).
- Turberville, A. S., ed., *Johnson's England* (O.U.P., 1933).
- Wedgwood, C. V., *Thirty Years War* (Cape (Bedford History Series), 1938).
- Whitelock, D., *The Beginnings of English Society* (Penguin (Pelican History of England), 1952).
- Wilmot, Chester, *The Struggle for Europe* (Collins; Fontana).
- *Wilson, J. D., *Life in Shakespeare's England*, 2nd edn. (C.U.P. Penguin).
- Young, G. N., *Victorian England*, 2nd edn. (O.U.P., 1960).

Fiction

- *Austen, Jane, *Pride and Prejudice* (O.U.P., and other publishers).
- *Beerbohm, Sir Max, *Zuleika Dobson* (Heinemann).
- Bennett, Arnold, *The Old Wives Tale* (Hodder & Stoughton; Dent (E.L.)).
- *Bronte, Charlotte, *Jane Eyre*. Various publishers.
- *Bronte, Emily, *Wuthering Heights*. Various publishers.
- Bunyan, John, *Pilgrim's Progress* (Faber, 1947).
- *Carroll, Lewis, *Alice's Adventures in Wonderland and Through the Looking-glass* (Macmillan).

- *Cervantes, M. de, *Don Quixote*. Various translations and publishers.
- *Chesterton, G. K., *Father Brown Stories* (Cassell).
- *Chesterton, G. K., *The Napoleon of Notting Hill* (Bodley Head).
- *Conrad, Joseph, *Nostromo* (Dent (E.L.)).
- *Defoe, Daniel, *Robinson Crusoe*. Various publishers.
- Dickens, Charles, *Great Expectations*, *Pickwick Papers*, **A Tale of Two Cities*. Various publishers.
- *Dostoevsky, F., *Crime and Punishment* (Heinemann; Penguin).
- *Douglas, Norman, *South Wind* (Secker & Warburg; Penguin).
- *Doyle, Sir Arthur Conan, *Sherlock Holmes Complete Short Stories* (Murray).
- *Eliot, George, *Middlemarch*, 2 vols. (Chatto & Windus (Zodiac); Dent (E.L.)).
- Fielding, Henry, *Tom Jones*, 2 vols. (Macdonald, 1953; Dent (E.L.)).
- Flaubert, G., *Madame Bovary*. Various translators and publishers.
- *Forster, E. M., *A Passage to India* (E. Arnold; Penguin); **Howard's End* (E. Arnold; Penguin).
- *Gaskell, Elizabeth Cleghorn, *Cranford* (Harrap; Barrie & Rockliff).
- *Hardy, Thomas, *The Woodlanders* (Macmillan).
- *Hope, Anthony, *The Prisoner of Zenda* (Dent).
- *Huxley, Aldous, *Crome Yellow* (Chatto & Windus; Penguin).
- Jacobs, W. W., *Deep Waters* (Methuen).
- *James, Henry, *Roderick Hudson* (Hart-Davis).
- Kipling, Rudyard, *Kim* (Macmillan).
- Lawrence, D. H., *Sons and Lovers* (Heinemann; Penguin).
- Mackenzie, Sir Compton, *Sinister Street* (Penguin).
- *Maugham, W. Somerset, 3 vols. *Complete Short Stories* (Heinemann, 1951).
- *Meredith, George, *The Egoist* (O.U.P. (W.C.)).
- *Saki, *Short Stories* (Bodley Head).
- *Scott, Sir Walter, *Heart of Midlothian* (Collins, 1954; Dent (E.L.)).
- Somerville, E. E., and Ross, M., *Experiences of an Irish R.M.* (Dent (E.L.)).

- *Stevenson, R. L., and Osborne, L., *The Wrong Box* (O.U.P.).
- *Swift, J., *Gulliver's Travels*. Various editors and publishers.
- *Thackeray, W. M., *Vanity Fair*. Various publishers.
- Tolstoi, Leo, *War and Peace*. Various publishers.
- Trollope, Anthony, *Barchester Towers*. Various publishers.
- **The Warden*. Various publishers.
- *Twain, Mark, *Huckleberry Finn*. Various publishers.
- Waugh, Evelyn, *Decline and Fall* (Chapman & Hall; Penguin).
- Wells, H. G., *Kipps* (1909) (Collins).
- *Woolf, Virginia, *To the Lighthouse* (Hogarth Press).

Reference

- **Chambers's Twentieth Century Dictionary*, ed. by W. Geddie (W. & R. Chambers, 1959).
- **The Concise Oxford Dictionary of Current English*, 4th edn. (O.U.P., with revised addenda, 1952).
- **A World Atlas*. Various publishers.
- **The Oxford Dictionary of Quotations*, 2nd edn. (O.U.P., reprinted with revisions 1959).
- **Language Dictionaries* (French, and possibly German, Italian, Spanish).

Dates are omitted when several different editions are available.

Such a list as I say can only be a starting-point. Any household which bought just this collection of books and no others would be demonstrating not a love of books and a desire for information, but rather the fact that they had no views or interests of their own and hoped to acquire some at second hand. Every lively-minded individual will immediately start looking through this collection for his favourite authors and subjects, and he will, of course, be likely to find from his point of view curious and serious omissions.

I have marked with an asterisk those titles in the list that I own, and these number something over one hundred. But

if all my books were lost tomorrow and I started to replace them these are certainly not the first hundred titles I would buy.

How would one set about purchasing a library costing, let us say, £100?

Two things at least we should do before we enter the tempting bookshops. First, we should draw up some sort of plan of the subjects that interest us most and allocate some proportion of the money available to each subject. Secondly, we should equip ourselves with lists and catalogues likely to include our favourite subjects so that before buying we can compare different books on the same subject rather than buy the first we may happen to see.

I should plan my funds along the following lines:

	£
Literature	20
Reference Books	15
Art books	10
Cooking and Gardening	10
Fiction	10
Biography	5
History	5
Travel	5
Natural history	5
Science	5
Social Science	5
Religion and Philosophy	5
	<hr/>
	£100
	<hr/>

Next I should procure some helpful lists and, because I want as many books for my money as possible and enjoy reading a paperback as much as a hard-bound book, I should start with the lists of paperback books. There is a

complete catalogue of paperbacks ("Paperbacks: a reference catalogue", No. 5, June 1962, Whitaker, 3s. 6d.), but for simplicity and because they are good and easily obtainable, I should start with the Penguin list.

I should list as many of the books as I want on my chosen subjects and then see what money is left to fill the gaps.

Here is my selection from the 1962 Penguin list:

Reference

Brown, Ivor, *Chosen Words*.

Gowers, Sir E., *Complete Plain Words*.

Penguin Dictionary of Art and Artists.

Penguin Dictionary of Quotations.

Roget, P. M., *Thesaurus of English Words and Phrases*.

Uvarov, E. B., and Chapman, D. R., *Dictionary of Science*.

Art

Clark, Sir K., *Landscape into Art*.

Clark, Sir K., *Leonardo da Vinci*.

Clark, Sir K., *The Nude*.

Pevsner, N., *Outline of European Architecture*.

Literature

Penguin Book of Chinese Verse.

Penguin Book of Comic and Curious Verse.

Penguin Book of More Comic and Curious Verse.

Penguin Book of Contemporary Verse.

Penguin Book of French Verse, 2 vols.

Penguin Book of Latin Verse.

Penguin Book of Metaphysical Verse.

Penguin Poets:

Auden, W. H.

Blake, W.

Coleridge, S. T.

Donne, J.

Graves, R.

Hardy, T.

Hopkins, G. M.

Houseman, A. E.

Dante, *Divine Comedy*, 3 vols.

Forster, E. M., *Aspects of the Novel*.

Graves, R., *Crowning Privilege*.

Higginson, G., *Poets in a Landscape*.

Shaw, G. B., *Doctor's Dilemma*.

Shaw, G. B., *Plays Pleasant*.

Fiction

Allingham, M., *Flowers for the Judge*.

Allingham, M., *Beckoning Lady*.

Cary, J., *The Horse's Mouth*.

Chandler, R., *High Window*.

Chandler, R., *Lady in the Lake*.

Compton-Burnett, I., *A Family and a Fortune*.

Compton-Burnett, I., *A House and its Head*.

Conrad, J., *Lord Jim*.

Doyle, A. C., *Memoirs of Sherlock Holmes*.

Innes, M., *Hamlet, Revenge*.

Innes, M., *Journeying Boy*.

Tey, J., *Franchise Affair*.

Tey, J., *Daughter of Time*.

Science

Ayer, A. J., *Problem of Knowledge*.

Beck, W. S., *Modern Science and the Nature of Life*.

Bronowski, J., *Common Sense of Science*.

Eysenck, H. J., *Sense and Nonsense in Psychology*.

Russell, B., *Inquiry into Meaning and Truth*.

Vernon, M. D., *Psychology of Perception*.

Natural History

Hutchinson, J., *British Wild Flowers*, 2 vols.

Cooking

Blanch, L., *Round the World in Eighty Dishes*.

David, Elizabeth, *French Country Cooking*.

Gray, P., and Boyd, P., *Plats du Jour*.
 Nilson, B., *Penguin Cookery Book*.

Travel and Topography

Rasmussen, S. E., *London: the Unique City*.

History

Mattingly, G., *Defeat of the Spanish Armada*.
 Neale, J. E., *Queen Elizabeth I*.

Religion and Philosophy

Bhagavad Gita.
Buddhist Scriptures.
The Koran.
 Watts, Alan, *The Way of Zen*.

I have acquired 66 volumes for fourteen pounds, eight shillings.*

Next I might choose some titles from the Middlebrow Library list. I should certainly want the following:

Reference

Chambers's Twentieth Century Dictionary (W. & R. Chambers).
Chambers's Biographical Dictionary (W. & R. Chambers).
The Oxford Dictionary of Quotations (O.U.P.).

Art

Betjeman, John, *Guide to the English Parish Churches* (Collins).
 Gombrich, E. H., *The Story of Art* (Phaidon Press).
Concise Oxford Dictionary of Music (O.U.P.).

Literature

Auden, W. H., and Pearson, N. H., eds., *Poets of the English Language*, 5 vols.
 de la Mare, W., *Collected Poems* (Faber).
 de la Mare, W., *Come Hither: an anthology*, New edn. (Constable).
 Eliot, T. S., *Collected Poems 1909-35* (Faber).
 Gilbert, W. S., *The Savoy Operas*, 2 vols. (Macmillan).
 Harvey, Sir P., *Oxford Companion to English Literature* (O.U.P.).

* See p. 141.

- Keats, J., *Letters* (O.U.P.).
 Opie, P., *Dictionary of Nursery Rhymes* (O.U.P.).
 Shakespeare, W., *Complete Works*, 3 vols. (Dent).
 Sitwell, Dame E., *Collected Poems* (Macmillan).
 Woolf, V., *The Common Reader*, 2 vols. (Hogarth Press).
 Yeats, W. B., *Collected Poems* (Macmillan).

Fiction

- Carroll, Lewis, *Alice's Adventures in Wonderland and Through the Looking Glass*, 2 vols. (Macmillan).
 Chesterton, G. K., *The Napoleon of Notting Hill* (Bodley Head).
 James, H., *Roderick Hudson* (Hart-Davis).
 Meredith, G., *The Egoist* (O.U.P.).
 Saki, *Short Stories* (Bodley Head).

Science

- Beveridge, W. I. B., *The Art of Scientific Investigation*, 3rd edn. (Heinemann).
 Singer, Charles, *A Short History of Scientific Ideas to 1900* (O.U.P.).

Natural History

- McClintock, D., and Fitter, R. S. R., *Wild Flowers* (Collins).

Cooking and Gardening

- Good Housekeeping Institute, *Good Housekeeping Cookery Book*, rev. edn. (National Magazine Company).
 Mrs. Beeton's *Cookery and Household Management*, rev. edn. (Ward Lock).
 Robinson, W., *The English Flower Garden*, 16th edn. (Murray).

Travel and Topography

- Fermor, P. L., *The Traveller's Tree* (Grey Arrow).
 Morris, J., *Venice* (Faber).

Biography

- Van Gogh, V., *A Self Portrait*, ed. W. H. Auden (Thames & Hudson).
 Williams, Emlyn, *George: an Early Autobiography* (Hamish Hamilton).

History

Burckhardt, J., *The Civilization of the Renaissance in Italy*, 2 vols. (Phaidon).

Jennings, Sir I., *The British Constitution*, 3rd edn. (C.U.P.).

Southern, R. W., *The Making of the Middle Ages* (Grey Arrow).

Toynbee, A. J., *A Study of History*, Vols. 1-10 abridged by D. C. Somervell, 2 vols. (O.U.P.).

Religion and Philosophy

Russell, B., *History of Western Philosophy* (Allen & Unwin).

This gives me another 49 volumes for £52 19s. 6d. and another £32 12s. 6d. to spend.*

Now it is easiest to go through the balance subject by subject to fill the gaps.

In the Reference group I know of several volumes I could not bear to be without: they are:

Oxford Illustrated Dictionary.

Whitaker's Almanac.

Nelson's Encyclopaedia.

The Guinness Book of Records.

A General Atlas.

Before deciding on the balance there are a number of guides, in addition to the usual publishers' lists, which are useful reminders, such as:

The Reader's Guide to Everyman's Library (Dent).

A Concise Guide to Teach Yourself (E.U.P.).

The Reader's Guide (Penguin). (This is not restricted to Penguin publications.)

Signposts: a guide to modern English literature (National Book League).

Science for All (National Book League).

From these and my own knowledge I now choose:

* The prices were those current in 1962.

Art

- Adams, Henry, *Mont St. Michel and Chartres* (New English Library).
Berenson, B., *Italian Painters of the Renaissance* (Fontana).
Dunlop, R. O., *Painting for Pleasure* (E.U.P.).
Gaunt, W., *Everyman's Dictionary of Pictorial Art*, 2 vols. (Dent, 1962).
Harvey, J., *English Cathedrals* (Batsford).
Scott, G., *Architecture of Humanism* (Methuen).

Fiction

- Chesterton, G. K., *The Flying Inn*.
Hughes, Richard, *A High Wind in Jamaica* (Chatto & Windus, 1956).
James, Henry, *The Ambassadors* (Muller).
James, Henry, *Washington Square* (Bantam).
Peake, Mervyn, *Titus Groan* (Eyre & Spottiswoode, 1946).
Potter, Beatrix, *The Tale of Pigling Bland* (Warne).
Tolkien, J. R. R., *The Fellowship of the Ring*, 3 vols. (Allen & Unwin, 1955).

Science

- Medawar, P. B., *The Uniqueness of the Individual* (Methuen 1957).
Meredith, P., *Learning, Remembering and Knowing* (E.U.P., 1961).
Russell, E. S., *The Directiveness of Organic Activities* (O.U.P., 1946).
Sullivan, J. W. N., *Limitations of Science* (New English Library).

Social Science

- Allen, Sir C. K., *Law in the Making* (O.U.P.).
Carter, G., and Herz, J. H., *Government and Politics in the Twentieth Century* (Thames & Hudson, 1961).
Mason, P., *Commonsense about Race* (Gollancz, 1961).
Opie, J. and P., *The Lore and Language of School Children* (O.U.P., 1959).
Wootton, Barbara, *Social Science and Social Pathology*, 2nd edn. (Allen & Unwin, 1959).

Natural History

- Fitter, R. R. S., *The Ark in Our Midst* (Collins, 1959).
Frisch, K. von., *Bees* (O.U.P.).

Lorenz, K. Z., *King Solomon's Ring* (Methuen).
Sanderson, I. T., *Animal Treasurer* (Mayflower).

Travel and Topography

More, J., *Land of Italy* (Batsford).

Biography

Byrd, R., *Alone* (Ace).

History

Collingwood, R. G., *Idea of History* (O.U.P.).
Woodward, E. D., *History of England* (Methuen).

Religion and Philosophy

James, E. O., *Teach Yourself History of Religions* (E.U.P., 1957).

My total list of 154 volumes is given at the end of this section with the analysis of expenditure (about 154 books for £94 8s. 6d., leaving a small sum for emergencies).

If you think this is a very odd collection of books and not at all what you would wish to buy I shall be perfectly satisfied. The point about any good collection of books is that it is personal: I suspect any list that claims to consist of the 100 *best* books and ask, "Best for what purpose or person?"

Having collected a small library such as this is only the beginning of being one's own librarian. A library begins to live only if it is constantly used, and he who knows his own 150 books inside out will get more satisfaction and be able to find the answers to more questions than someone with 1,000 books at which he rarely looks.

Some of the enquiries that I have answered recently from the few reference books I have listed include the following:

How many people does the Albert Hall hold?

When was the longest frost in England before 1963?

When did Lenin die?

What is the highest fee an author has ever been paid?

One of the fascinating things about reference books is the change of content from one edition to another. For instance, the gestation period of a donkey is given in the 1952 "Whitaker's Almanac" but not in the 1960 edition. I wonder why?

A PERSONAL LIBRARY: TOTAL LIST

*Reference**Atlas.*

Brown, Ivor, *Chosen Words* (Penguin).

Chambers's Biographical Dictionary (W. & R. Chambers).

Chambers's Twentieth Century Dictionary (W. & R. Chambers).

Gowers, Sir E., *Complete Plain Words* (Penguin).

Guinness Book of Records.

Nelson's Encyclopaedia (Nelson).

Oxford Dictionary of Quotations (O.U.P.).

Oxford Illustrated Dictionary (O.U.P.).

Penguin Dictionary of Art and Artists (Penguin).

Penguin Dictionary of Quotations (Penguin).

Roget, P. M., *Thesaurus of English Words and Phrases* (Penguin).

Uvarov, E. B., and Chapman, D. R., *Dictionary of Science* (Penguin).

Whitaker's Almanac (Whitaker).

Art

Adams, Henry, *Mont St. Michel and Chartres* (New English Library).

Berenson, B., *Italian Painters of the Renaissance* (Fontana).

Betjeman, John, *Guide to the English Parish Churches* (Collins).

Clark, K., *Landscape into Art* (Penguin).

Clark, K., *Leonardo da Vinci* (Penguin).

Clark, K., *The Nude* (Penguin).

Concise Oxford Dictionary of Music (O.U.P.).

Dunlop, R. O., *Painting for Pleasure* (E.U.P.).

Gaunt, W., *Everyman's Dictionary of Pictorial Art*, 2 vols. (Dent, 1962).

Gombrich, E. H., *The Story of Art* (Phaidon Press).

Harvey, J., *English Cathedrals* (Batsford).

Pevsner, N., *Outline of European Architecture* (Penguin).

Scott, G., *Architecture of Humanism* (Methuen).

Literature

Auden, W. H., and Pearson, N. H., eds., *Poets of the English Language*, 5 vols.

de la Mare, W., *Collected Poems* (Faber).

de la Mare, W., *Come Hither*, New edn. (Constable).

Dante Alighieri, *Divine Comedy*, 3 vols. (Penguin).

Eliot, T. S., *Collected Poems 1909-1935* (Faber).

Forster, E. M., *Aspects of the Novel* (Penguin).

Gilbert, W. S., *The Savoy Operas*, 2 vols. (Macmillan).

Graves, R., *Crowning Privilege* (Penguin).

Harvey, Sir P., *Oxford Companion to English Literature* (O.U.P.).

Hightet, G., *Poets in a Landscape* (Penguin).

Keats, J., *Letters* (O.U.P.).

Opie, P., *Dictionary of Nursery Rhymes* (O.U.P.).

Penguin Book of Chinese Verse.

Penguin Book of Comic and Curious Verse.

Penguin Book of More Comic and Curious Verse.

Penguin Book of Contemporary Verse.

Penguin Book of French Verse, 2 vols.

Penguin Book of Latin Verse.

Penguin Book of Metaphysical Verse.

Penguin Poets:

Auden, W. H.

Blake, W.

Coleridge, S. T.

Donne, J.

Graves, R.

Hardy, T.

Hopkins, G. M.

Houseman, A. E.

Shakespeare, W., *Complete Works*, 3 vols. (Dent).

Shaw, G. B., *Doctor's Dilemma* (Penguin).

Shaw, G. B., *Plays Pleasant* (Penguin).

Sitwell, E., *Collected Poems* (Macmillan).

Woolf, V., *The Common Reader*, 2 vols (Hogarth Press).

Yeats, W. B., *Collected Poems* (Macmillan).

Fiction

- Allingham, M., *Flowers for the Judge* (Penguin).
 Allingham, M., *Beckoning Lady* (Penguin).
 Carroll, Lewis, *Alice's Adventures in Wonderland and Through the Looking Glass*, 2 vols. (Macmillan).
 Cary, J., *The Horse's Mouth* (Penguin).
 Chandler, R., *High Window* (Penguin).
 Chandler, R., *Lady in the Lake* (Penguin).
 Chesterton, G. K., *The Flying Inn*.
 Chesterton, G. K., *The Napoleon of Notting Hill* (Bodley Head).
 Compton-Burnett, I., *A Family and a Fortune* (Penguin).
 Compton-Burnett, I., *A House and its Head* (Penguin).
 Conrad, J., *Lord Jim* (Penguin).
 Doyle, A. C., *Memoirs of Sherlock Holmes* (Penguin).
 Hughes, Richard, *A High Wind in Jamaica* (Chatto & Windus).
 Innes, M., *Hamlet, Revenge* (Penguin).
 Innes, M., *Journeying Boy* (Penguin).
 James, Henry, *Ambassadors* (Muller).
 James, Henry, *Washington Square* (Bantam).
 James, Henry, *Roderick Hudson* (Hart-Davis).
 Meredith, G., *The Egoist* (O.U.P.).
 Peake, Mervyn, *Titus Groan* (Eyre & Spottiswoode, 1946).
 Potter, Beatrix, *The Tale of Pigling Bland* (Warne).
 Saki, *Short Stories* (Bodley Head).
 Tolkien, J. R. R., *The Fellowship of the Ring*, 3 vols. (Allen & Unwin, 1955).
 Tey, J., *Franchise Affair* (Penguin).
 Tey, J., *Daughter of Time* (Penguin).

Science

- Ayer, A. J., *Problem of Knowledge* (Penguin).
 Beck, W. S., *Modern Science and the Nature of Life* (Penguin, 1961).
 Beveridge, W. I. B., *The Art of Scientific Investigation*, 3rd edn. (Heinemann).
 Bronowski, J., *Common Sense of Science* (Penguin).
 Eysenck, H. J., *Sense and Nonsense in Psychology* (Penguin).
 Medawar, P. B., *The Uniqueness of the Individual* (Methuen, 1957).
 Meredith, P., *Learning, Remembering and Knowing* (E.U.P., 1961).
 Russell, B., *Inquiry into Meaning and Truth* (Penguin).

- Russell, E. S., *The Directiveness of Organic Activities* (C.U.P., 1946).
Singer, Charles, *A Short History of Scientific Ideas to 1900* (O.U.P.).
Sullivan, J. W. N., *Limitations of Science* (New English Library).
Vernon, M. D., *Psychology of Perception* (Penguin).

Social Science

- Allen, Sir C. K., *Law in the Making* (O.U.P.).
Carter, G., and Herz, J. H., *Government and Politics in the Twentieth Century* (Thames & Hudson, 1961).
Mason, P., *Commonsense about Race* (Gollancz, 1961).
Opie, J. and P., *The Lore and Language of School Children* (O.U.P., 1959).
Wootton, Barbara, *Social Science and Social Pathology*, 2nd edn. (Allen & Unwin, 1959).

Natural History

- Fitter, R. R. S., *The Ark in Our Midst* (Collins, 1959).
Frisch, K. von, *Bees* (O.U.P.).
Hutchinson, J., *British Wild Flowers*, 2 vols. (Penguin).
Lorenz, K. Z., *King Solomon's Ring* (Methuen).
McClintock, D., and Fitter, R. S. R., *Wild Flowers* (Collins).
Sanderson, I. T., *Animal Treasure* (Mayflower).

Cooking and Gardening

- Blanch, L., *Round the World in Eighty Dishes* (Penguin).
David, Elizabeth, *French Country Cooking* (Penguin).
Good Housekeeping Institute, *Good Housekeeping Cookery Book*, Rev. edn. (National Magazine Company).
Gray, P., and Boyd, P., *Plats du Jour* (Penguin).
Mrs. Beeton's Cookery and Household Management, Rev. edn. (Ward Lock).
Nilson, B., *Penguin Cookery Book*.
Robinson, W., *The English Flower Garden*, 16th edn. (Murray).

Travel and Topography

- Fermor, P. L., *The Traveller's Tree* (Grey Arrow).
More, J., *Land of Italy* (Batsford).
Morris, J., *Venice* (Faber).
Rasmussen, S. E., *London: the Unique City* (Penguin).

Biography

Bird, R., *Alone* (Ace).

Van Gogh, V., *A Self Portrait*, ed. by W. H. Auden (Thames & Hudson).

Williams, Emyln, *George: an Early Autobiography* (H. Hamilton).

History

Burckhardt, J., *The Civilization of the Renaissance in Italy*, 2 vols. (Phaidon Press).

Collingwood, R. G., *Idea of History* (O.U.P.).

Jennings, Sir I., *The British Constitution*, 3rd edn. (C.U.P.).

Mattingly, G., *Defeat of the Spanish Armada* (Penguin).

Neale, J. E., *Queen Elizabeth I* (Penguin).

Southern, R. W., *The Making of the Middle Ages* (Grey Arrow).

Toynbee, A. J., *A Study of History*, Vols. 1-10 abr. by D. C. Somervell, 2 vols. (O.U.P.).

Woodward, E. L., *History of England* (Methuen).

Religion and Philosophy

Bhagavad Gita (Penguin).

Buddhist Scriptures (Penguin).

James, E. O., *Teach Yourself History of Religions* (E.U.P., 1957).

The Koran (Penguin).

Russell, B., *History of Western Philosophy* (Allen & Unwin).

Watts, Alan W., *The Way of Zen* (Penguin, 1962).

BOOK LIST

The Private Library: a quarterly published by the Private Libraries Association, which many owners of personal libraries might profitably join.

	Allotment	PENGUINS		MIDDLEBROW LIST		OTHER		TOTAL	
		Vols.	Cost	Vols.	Cost	Vols.	Cost	Vols.	Cost
Reference	£ 15	6	£ 1 13 6	3	£ 6 16 0	5	£ 6 10 6	14	£ 15 0 0
Art	10	4	1 6 6	3	4 11 0	7	4 3 0	14	10 0 6
Literature	20	24	5 0 6	20	15 3 0	—	—	44	20 3 6
Fiction	10	13	2 0 6	6	3 14 0	9	5 1 6	28	10 16 0
Science	5	6	1 6 0	2	2 10 0	4	2 2 6	12	5 18 6
Social Science	5	—	—	—	—	5	5 4 6	5	5 4 6
Natural History	5	2	10 0	1	1 3 0	4	2 9 0	7	4 4 0
Cooking and Gardening	10	4	17 6	3	6 17 0	—	—	7	7 14 6
Travel and Topography	5	1	5 0	2	1 16 0	1	5 0	4	2 6 0
Biography	5	—	—	2	4 8 0	1	2 6	3	4 10 6
History	5	2	13 6	6	4 9 6	2	15 0	10	5 18 0
Religion and Philosophy	5	4	15 0	1	1 10 0	1	7 6	6	2 12 6
TOTAL	100	66	14 8 0	49	52 19 6	93	27 1 0	154	94 8 6

APPENDIX

TRAINING AND QUALIFICATIONS

There are several ways of training open to anyone who wants to become a librarian, depending on the sort of work he is hoping to do and the kind of library he is hoping to work in. There are librarians who have no professional training, but on the whole, it is advisable (and usually more financially rewarding) for anyone wanting to become a librarian to have an appropriate training, and ultimately, some recognized qualification.

Financial assistance, under the provisions of the 1944 Education Act, may be obtained under certain conditions by students pursuing a *full-time* course in Librarianship. Details of the various grants available may be obtained from the Education Officer for the area in which the applicant lives.

Choice of Courses

University graduates who hope to work in a university or academic library, with a bias towards non-technical subjects, might choose the course provided by the *University*

College School of Librarianship and Archives, of London University. For those who wish to concentrate on information work in scientific and industrial organizations, the courses provided by the *Institute of Information Scientists* offer an alternative, while those wishing to work in general libraries may well take courses for the *Library Association* examinations at other full-time schools of Librarianship.*

There are, however, no hard-and-fast definitions. Not all libraries, by any means, require one specific type of qualification, and it would be sensible for anyone considering working in a particular kind of library to find out what type of course in librarianship is most relevant.

The course for the postgraduate diploma in librarianship of University College, London, consists of two parts. The first requires an academic year's attendance at lectures at University College (with three weeks' practical work in libraries undertaken during the vacation) and the passing of an examination in the following subjects at the end of the year:

1. *The History of Classical Libraries and Background of English Libraries.* This places the other studies of the course in their historical context and gives the student a conspectus of famous libraries, past and present.

2. *Cataloguing and Classification.* Knowledge of all generally known schemes is expected, and both the theoretical and practical sides are studied and practised.

3. *General and Special Bibliography.* i.e. a knowledge of the standard reference books and sources familiar (or which *should be* familiar) to all librarians, and also reference books and sources of information relevant to two specific fields of knowledge, such as music and medicine or the social sciences and geography. The choice is usually left to the student.

4. *Historical Bibliography.* i.e. the history of books and

* See p. 146.

study of books as material objects in their relation to their contents, including the study of the history of printing, paper, watermarks, paging, etc.

5. A choice of one of the following:

(a) *Palaeography and Diplomatic of English Archives*. i.e. the study of handwritings of the past and the form of English documents (in Latin and English).

(b) *Oriental and African Bibliography*.

(c) *History of the Literature of Science*.

(d) *Advanced Historical Bibliography* (the same as item 4 but more advanced) *together with Modern Book Production*. i.e. a study of processes employed, such as mechanical and photographic printing, illustration, binding, etc.

Part II requires a year's employment in an approved library, and the compilation, usually at the same time, of a bibliography on any original subject, or of a thesis dealing with some aspect of librarianship or libraries.

At present (August 1962) the whole course costs £53. Further details may be obtained from:

The Director,
Post Graduate School of Librarianship and Archives,
University College,
London, W.C.1.

This course, especially when it is accompanied by a degree in one of the sciences or in modern languages, would be valuable to the special librarian or information officer, but neither it nor the Library Association courses are really designed for the special librarian in a scientific or technical field. Many posts for special librarians nowadays require highly specialized training.

The most recent move has been the formation of the *Institute of Information Scientists* in 1958 to provide a qualification for people occupied in scientific and technical information work, that is for the research scientist who specializes in the literature of his own field of interest.

This Institute consists of four grades of members: student members, associates, members and fellows.

In January 1961 the Institute inaugurated a part-time course, covering two years' study. The present course is held at the Northampton College of Advanced Technology, London, E.C.1, and takes place on two evenings a week (Tuesdays and Thursdays) from 6.30 to 8.30 p.m.

Among applicants for this course, preference is given to graduates, but those having technical qualifications of Advanced Level G.C.E. or H.N.C. standard will also be considered. Those already employed in information departments and intending to take the whole course are also preferred.

The syllabus includes lectures, discussions, practical exercises and recommended reading, and includes subjects under the following headings:

1. Language, writing, editing.
2. Flow of information.
3. Information techniques.
4. Storage and retrieval.

The whole course costs £30 for the two years or £5 5s. per term. Further information on the course to be started in 1963 and on qualifications and membership may be obtained from the Honorary Secretary of the Institute:

J. Farradane,
"Torrans",
Crofton Road,
Orpington,
Kent.

Aslib, originally the Association of Special Libraries and Information Bureaux, also holds a number of courses. There are senior and junior introductory courses, designed for graduates and non-graduates respectively, which in a few days give an intensive introduction to special library and

information work. There are also a number of short courses on such subjects as work with patents, handling technical reports, and giving references in catalogues, bibliographies and scientific papers. These courses are designed to help practising librarians and information officers with their specialized problems.

Further information on these may be obtained from:

The Education Officer,
Aslib,
3 Belgrave Square,
London, S.W.1.

The Library Association Training and Qualifications

Associateship and Fellowship of the Library Association may be obtained in a number of different ways, and from the beginning of 1964 the syllabus for the examinations will have changed.

This means that many of the courses provided to prepare students for Library Association examinations are also being revised.*

Full particulars about the new syllabus and qualifications may be obtained from:

The Library Association,
Malet Place,
London, W.C.1.

And for particulars of courses would-be students should write to any of the following:

1. School of Librarianship, North Western Polytechnic, Prince of Wales Road, London, N.W.5.

* Those interested are advised to read:

Patrick, L. G. Some implications of the new Library Association examination syllabus from the special library viewpoint in *Aslib Proceedings*, Vol. 15, No. 1, Jan. 1963.

Library Association, "Students handbook", 1962; "Syllabus of examinations", 1962.

2. Ealing Technical College, St. Mary's Road, Ealing, London, W.5.
3. The School of Librarianship, City of Birmingham College of Commerce, Aston Street, Birmingham 4.
4. Brighton Technical College, Brighton 7.
5. School of Librarianship, Leeds College of Commerce, 43 Woodhouse Lane, Leeds 2.
6. School of Librarianship, Loughborough College of Further Education, Loughborough, Leicestershire.
7. School of Librarianship, Manchester College of Commerce, 3 Mauldeth Road, Manchester 20.
8. Newcastle Municipal College of Commerce, College Street, Newcastle-upon-Tyne.
9. Scottish College of Commerce, Pitt Street, Glasgow.

Details of courses of varying types overseas for people in the relevant areas may be obtained from the following sources:

The Director,
Eastern Caribbean Regional Library,
20 Queen's Park East,
Port-of-Spain,
Trinidad, W.I.

R. C. Bengé, M.C., F.L.A.,
Ghana School of Librarianship,
c/o Ghana Library Board,
P.O. Box 663,
Accra, Ghana.

and

The Director,
Training Course in Librarianship,
University College,
Ibadan, Nigeria.

Apart from the financial assistance already mentioned, students employed by a Local Authority may be eligible for

assistance under the *National Joint Council Scheme of Conditions of Service*. They should find out about this from their Local Authority. There is also the *Mitchell Memorial Fund* administered by the Library Association, which makes *loans* to members of the Library Association to enable them to attend a full-time course in librarianship.

"Sandwich" courses are now provided by the Liverpool College of Commerce, starting in January and July. Full details may be obtained from:

The Lecturer in Librarianship,
College of Commerce,
Tithebarn Street,
Liverpool 2.

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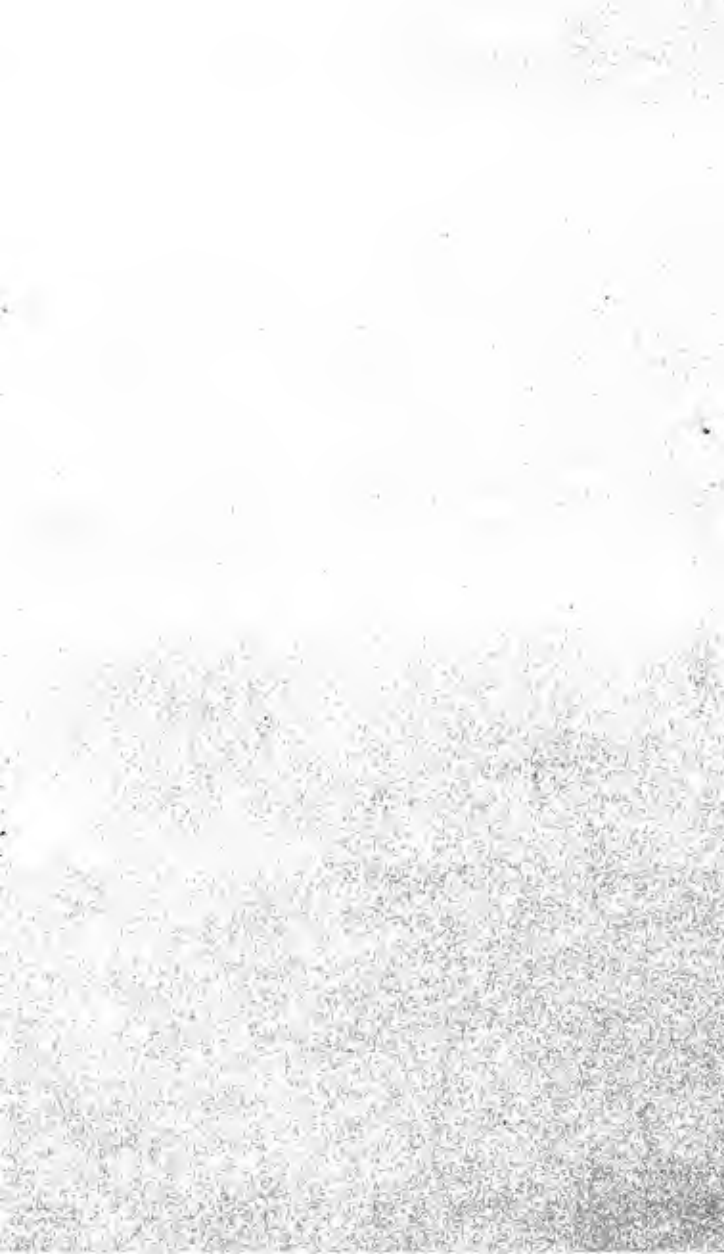
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